

NATIONAL BULLETIN

Volume 37, No. 3 January 2012



Dans ce numéro, vous trouverez de nombreux documents qui pourraient vous inspirer.

Bourses et prix

Comme tous les ans, l'AATF offre aux membres l'occasion de poser leur candidature pour participer à un stage en terre francophone (page 25). Un ancien stagiaire nous livre le récit de ses expériences à Strasbourg (page 17). Pour être reconnu pour l'excellence dans l'enseignement (page 11) ou dans la promotion des valeurs internationales (page 15), nous organisons les prix Ludwig et ISE. Pour les élèves, il y a un concours d'affiches pour les petits (page 22) et l'*Outstanding Senior in French Award* (page 32) pour les grands sans né-

gliger le *Jensen Study Abroad Scholarship* pour ceux qui se préparent à une carrière d'enseignant (page 30).

Technologie

La Commission sur la Technologie, sous la direction des co-présidentes Lara Lomicka (SC) et Catherine Ousselin (WA), n'arrête pas de découvrir de nouveaux moyens de se servir de la technologie pour améliorer l'enseignement, pour engager les élèves et pour créer une communauté francophone (page 27). Notre partenariat avec le Département d'État des USA est une autre filière de collaboration (page 28).

Pour la salle de classe

Salut les jeunes! propose des activités pour les jeunes et pas si

jeunes (page 21). Le Club du Livre suggère un roman antillais avec des idées d'exploration (page 8). L'article sur le *Dictionnaire vivant de la langue française* (page 23) fournit aussi des idées pédagogiques. Finalement, le rapport de la Commission donne des conseils pour l'utilisation de la technologie avec les élèves (page 27).

Avenir de l'association

L'AATF a toujours besoin de ses membres pour assurer la direction de l'association et pour assurer que toutes les voix sont entendues. Comme tous les ans, nous cherchons des personnes qui accepteraient d'être candidates pour une vice-présidence ou pour être délégué régional. Si cela vous intéresse, contactez les responsables des comités (pages 2, 14). Nous sommes en train de réorganiser les Commissions pour qu'elles répondent davantage aux attentes des membres, mais elles ont toujours besoin de volontaires. La liste des contacts se trouve à la page 9 et la liste la plus à jour se trouve sur le site Web [www.frenchteachers.org/hq/commissions.html].

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AATF SEEKING NOMINATIONS FOR VICE-PRESIDENT

The Nominating Committee is asking all AATF members to submit nominations for the position of AATF Vice-President for the term 2013-2015. According to the constitution, the duties of AATF Vice-Presidents are as follow: "The Vice-Presidents shall oversee particular Association functions or undertake special projects as determined by the Executive Council." Further explanations have been developed as follow:

To serve and assist at the discretion of the President: by attending executive council meetings; by attending the full annual conference of the AATF; through excellent communication skills; through designated areas of focus germane to the concerns of the AATF;

To support and promote the mission of the AATF; see mission statement at [www.frenchteachers.org/hq/aatfmiss.htm].

To facilitate program development by supporting permanent concerns of the AATF: promotion and advocacy; recruitment; leadership development.

Additional areas of focus could include, but are not limited to: development of materials centers; development of resource packets; development of Web sites; inter-commission liaison; grants and scholarships; workshops and other presentations; support of commission projects as needed; correspondence with allies (local politicians, PTO, business executives, etc.);

To initiate one or more special projects based on the individual's area of interest and expertise as it meets with the AATF's mission and focus.

To submit an annual written progress report to the President.

Nominees for the position of Vice-President should have made significant contributions to the AATF on the chapter level as well as in their region or even on the national level and should possess leadership qualities.

The term of office of the Vice-President begins on January 1 of each year. The Vice-President is "limited to two consecutive terms of three years or one term if over a year has been served just previously in filling a vacancy."

Keeping these terms and qualifications in mind, we ask that all of you consider possible candidates for this position. In addition, we ask chapter presidents and other colleagues to submit nominations. The term of office will begin on January 1, 2013 and run for three years, renewable for another three

years.

The committee will present a slate of two candidates and an alternate for this position to the Executive Council for its consideration at the Annual Meeting in Chicago in July.

We ask that you check with the person or persons whom you nominate to be certain that they are willing to run for office and that they understand the terms of office and duties of the office of Vice-President. You may send their CV at the time of nomination or it may be sent later, but should arrive by the closing date for nominations, March 1, 2012. The CV should stress the work of the person with AATF as well as other language related organizations. It shall be limited to no more than five (5) pages in length.

If additional information is required, the committee will request it. While publications and career paths are important they should not be the primary focus of the CV.

Send your nominations and address any questions to Fred Toner at [toner@ohio.edu] no later than **March 1, 2012**.

What's New in the *French Review*?

Vol. 85, No. 3 (February 2012)

Articles include the titles below and more:

- "An Introduction to Mayotte: France's New Overseas Department in the Indian Ocean" (Golembeski)
- "Joseph Gaï Ramaka's *Karmen Geï* and Female Subjectivity in the African Urban Landscape" (Oteng)
- "Teaching the Nation: The Pedagogical Strategies of Malika Mokeddem's *La transe des insoumis*" (Walters)
- "Algeria in France: Colette's 'Le manteau de spahi'" (Goellner)
- "The Greening of Marie NDiaye" (Motte)
- "Architecture as a Portal to the Teaching of French Language and Literature" (Rudolph)
- "(Tu chois) comment (est-ce que) (tu) chois(-tu)? Acquisition du répertoire des variantes interrogatives" (Saugera)
- "'Raconter leur histoire, c'est faire entendre leurs voix: un entretien avec Fatiha Benatsou'" (Kealhofer)

AATF NATIONAL BULLETIN

Volume 37 Number 3 (January 2012)

Editor: Jane Black Goepper, Cincinnati, Ohio

Reading Committee: Therese C. Clarke, Dept. of Modern and Classical Languages, Buffalo State University, NY; S. Pascale Dewey, Kutztown University, PA; Gisèle Lorient-Raymer, Northern Kentucky University, Highland Heights, KY; Elizabeth Miller, Crystal Springs Uplands School, CA; Samia I. Spencer, Auburn University, AL.

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The American Association of Teachers of French publishes the AATF *National Bulletin* four times a year in September, November, January, and April as a service to its members in supplement to the official journal of the association, the *French Review*. Subscription to the AATF *National Bulletin* requires membership in the organization. Periodicals postage paid at the Carbondale, IL Post Office. Office of Publication: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

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Postmaster: Send address changes to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

Deadlines for submissions of materials to the *National Bulletin*: September issue, August 1; November issue, September 1; January issue, November 1; April issue, February 1.

Please note: Because of convention dates and other deadlines, unlike commercial magazines, the issues of the *National Bulletin* are mailed during the given month of publication and should reach most readers by the end of that month.

MESSAGE FROM THE PRESIDENT

Dear friends and colleagues,

Je vous souhaite à toutes et à tous mes meilleurs vœux de bonheur, de santé et de réussite professionnelle dans cette nouvelle année.

The fall and winter are such busy times for all of us. I hope that your school year is going well and that your students are taking advantage of the wonderful lessons you provide each day in class. As this New Year begins, may you remain inspired by the beautiful language and cultures that we teach, by the interest and dedication of your students, and by the many programs and opportunities that the AATF offers. When you make resolutions for 2012, be sure to include the following: to participate in an AATF program, to use our materials in class, to bring recognition to your French program, and to attend the annual convention in Chicago this summer. As a member, I want you to get the maximum

Executive Council. While we welcome four new members to the EC, three very dedicated members will rotate off the Council. Will Thompson served six years as Vice-President and has contributed in many ways to the programs and initiatives of the AATF. From commission realignment to recruitment, Will has been an active and energetic presence on the Executive Council.

Gregg Siewert of Region VI (West Central) and Anne Jensen of Region VIII (Southwest) both served two terms as Regional Representative. We will miss Gregg's ideas, his concern for others, and his continuous efforts to promote French and French programs. We will miss Anne's work ethic, her expertise concerning AP programs, her support of National French Week, and her efforts related to improving high school French programs. It has been an enriching experience to serve on the Executive Council with



On the road

Since fall is my favorite season, I was delighted to spend a few weeks traveling in the Midwest in order to represent the AATF. My first stop was St. Louis where I attended the state conference of the Foreign Language Association of Missouri (FLAM). FLAM holds a special place in my heart, as I spent several years on the board and served as President. It was a very good conference, made even better by the fact that there were several sessions in French. In fact, French teachers were the only ones to present in the

... foreign language education is a defining experience for every student. Yet only a small percentage of American students become fluent in a second language.... Clearly, there is a disconnect between what we believe about the importance of foreign language study and the decisions made at the local and national level concerning funding for foreign language programs.

benefit from your membership and to remain a devoted member for many years to come.

Bienvenue

Each year at this time we welcome several new members to the Executive Council. It gives me great pleasure to announce that Mary Helen Kashuba SSJ will serve one year as President-Elect before beginning her three-year term as President. Sister Mary Helen previously served on the Executive Council as Regional Representative and Vice-President. She brings a wide range of skills and connections to the Council. Jane Romer was elected to serve a three-year term as Vice-President. Joyce Beckwith was re-elected and will continue to serve as Region I Representative (New England). New Regional Representatives are Eileen Walvoord of Region VI (West Central) and Marie-Magdeleine Chirol of Region VIII (Southwest). I look forward to working with these dedicated members as together we strive to continue the outstanding programs and resources that the AATF provides.

Un grand merci

With each New Year we see changes in the elected representatives to the AATF

these dedicated individuals.

Sad News

I was saddened to learn of the death of Chris Pinet, former editor of *The French Review*. Chris was a wonderful friend and colleague who contributed so meaningfully to the AATF. His tenure as editor was marked by many notable and positive changes in *The French Review*. Chris was such a friendly and intense person that I remember clearly when we first met. It was at the ACTFL convention in Dallas in 1999. I had just been elected Regional Representative, and Chris was one of the first to welcome me to the Executive Council. We learned that we had many things in common, including our participation in the same study-abroad program. Chris was in the first group to study at the University of Bordeaux under the auspices of the Universities of Kansas, Colorado, and Nebraska. I studied there four years later. It was always a pleasure to work with Chris, both on the Executive Council and later when I became Advertising Manager of *The French Review*. Please read more about this remarkable man on page 13. He will be truly missed.

target language. Each French session was very well-attended. This fact and the increasing popularity of immersion activities are indications that French teachers want more activities in the target language. Next I spent a few days in Carbondale, IL, working with Jayne Abrate and Darla Phoenix in the national office. Even though the space on the Southern Illinois University campus is limited, these two accomplish so much. It is an eye opener to see how well the national office functions and to realize how much work is accomplished on a daily basis. In Louisville, KY I attended the national meeting of the Federation of *Alliances françaises*. I am a firm believer in our two organizations working together whenever possible. A highlight of this event was speaking with His Excellency François Delattre, Ambassador of France to the U.S. I personally thanked him for the wonderful letter that he wrote to our members which appeared in the November *National Bulletin*. The letter, written in English, can be reproduced for administrators, counselors, parents, or any other decision makers who influence the future of our French programs. Lastly, I drove to Wichita, KS for the Kansas World

Language Association (KWLA) conference. It was my great pleasure to help honor two outstanding Kansas chapter officers. Nora Kelting of Newton High School was selected as Kansas Foreign Language Teacher of the Year; Murle Mordy of Ottawa University received the rank of *Chevalier dans l'Ordre des Palmes académiques*. Both have been chapter officers for a number of years and are devoted members of the AATF. Congratulations to Nora and to Murle!

ACTFL in Denver

ACTFL 2011 in Denver was intense, invigorating, and inspiring. I had the honor of representing the AATF at the ACTFL Delegate Assembly prior to the beginning of the convention. A full day of presentations and discussions provided an interesting overview of the state of our profession. We heard from the task force that is developing a document that indicates how the *National Standards for Foreign Language Learning* support the existing Common Core Standards for Language Arts. We learned how the political landscape has negatively affected various programs such as Foreign Language Assistance Program (FLAP) grants. We discussed how foreign language education is a defining experience for every student. Yet only a small percentage of American students become fluent in a second language. Many companies now hire European MBAs because they are multilingual. Clearly, there is a disconnect between what we believe about the importance of foreign language study and the decisions made at the local and national level concerning funding for foreign language programs.

A significant French presence was most visible in the Exhibit Hall where there were 36 booths related to French and *la Francophonie*. It was thrilling to walk into the immense exhibit hall and immediately see huge signs indicating the location of *Campus France*. A consortium of 20 French universities and *Alliance française* schools, *Campus France* was the center of an area that included the French and Swiss Embassy exhibits, *le Centre de la Francophonie des Amériques*, book vendors and publishers, the University of Quebec in Chicoutimi, and of course, the AATF. Our booth was busy throughout the two days of the conference. It is always wonderful to visit with longtime members as well as to introduce the AATF to new or prospective members. In 2006 when ACTFL was in Nashville, there were six booths related to the teaching of French. This 600 per cent increase in the French presence in the exhibit hall is mainly due to the

efforts of Catherine Pétilion and her successor as *attaché de coopération éducative*, Jean-Claude Duthion.

The French Embassy also sponsored the third annual luncheon. It is always a delightful event, with delicious food, interesting people, and wonderful prizes. This year was no exception. Conducted entirely in French with information about relevant programs and services as well as entertainment, attendance was quite high. Each attendee left with a nice gift bag, but many left with generous prizes, including a round-trip ticket to Geneva. There were several good sessions of interest to French instructors, including a day-long pre-conference workshop in French. The French Embassy educational services presented two sessions about the many programs that they offer. Executive Director Jayne Abrate and I gave a session entitled "New Advocacy Efforts for an Old Problem: Advocating for French." If you are planning to attend ACTFL in Philadelphia next year, please consider presenting a session of interest to French teachers. The theme will be "Many languages, one united voice." Let's make sure that our French voice is heard.

Chicago

State and national conferences are great, but there is no better experience than our annual AATF convention. Please try to arrange your summer plans so that you can participate in this outstanding event. It will take place at the Intercontinental Hotel on Michigan Avenue from July 5-8, 2012. There will be sessions on advocacy, teaching strategies, culture and literature, cinema, and song. We will have special workshops both before and after the convention. All events will either be in French or they will be about French. The entire convention will be relevant and inspiring. More details appear on page 14. *Venez nombreux à Chicago pour une expérience inoubliable!*

Bonne continuation!

Ann Sunderland

Ann Sunderland, President
[mmesunderland@frenchteachers.org]

Surf the Web

Visit the AATF Web site at
[www.frenchteachers.org]
All the latest information on:

- National French Week
- Chicago Convention
- *French Review*
- National French Contest

CONTRIBUTE TO THE AATF FUND FOR THE FUTURE

The AATF Fund for the Future supports initiatives which promote French studies. For the past several years, the Fund for the Future has been used to support National French Week. To this end the Executive Council established the following categories and benefits for Fund for the Future Benefactors:

PLATINUM LEVEL BENEFACTOR:

Awarded to any member who shows that they have named the AATF as a beneficiary in their will for no less than \$10,000; will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

GOLD LEVEL BENEFACTOR: Awarded to any member who shows that they have named the AATF as a beneficiary in their will for no less than \$5000; will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

SILVER LEVEL BENEFACTOR: Awarded to any member who contributes at least \$2500 in a given year to the AATF; will receive a framed certificate, complimentary registration to all future AATF conventions, be placed on the Web site Honor Roll of donors;

BRONZE LEVEL BENEFACTOR: Awarded to any member who contributes at least \$1000 in a given year to the AATF; will receive a framed certificate, be placed on the Web site Honor Roll of donors.

Members will also be recognized each November in the *National Bulletin* as a Sponsor (\$500-\$999), Patron (\$100-\$499), Sustaining Member (\$50-\$99). However, we welcome contributions in any amount. We are nearly 10,000 members strong, and if every member donated only \$1, we would have \$10,000 to devote to scholarships and the development of promotional materials and activities. Please consider making a donation to the AATF Fund for the Future as you return your dues invoice this fall. Contributions are tax deductible.

AATF ON-LINE STORE
www.frenchteachers.org

MESSAGE DE LA SECRÉTAIRE GÉNÉRALE

Chers Collègues,

J'aimerais souhaiter à toutes et à tous un heureux et prospère 2012.

Si vous n'avez pas encore renouvelé votre adhésion à l'AATF pour 2012, je vous encourage à le faire aussi rapidement que possible. Si vous voulez participer au Grand Concours, à la Société honoraire de français ou au congrès de Chicago, il est important de vous occuper de votre cotisation à l'avance. Plus les membres renouvellent tôt, plus nous économisons des frais de poste, et vous n'encourez pas le risque de manquer des annonces pertinentes. Nous vous remercions de votre fidélité.

Recrutement

La force de notre association vient de nos effectifs. Il est important que tous les professeurs de français aux USA, quel que soit le niveau, soient membres de l'AATF. De cette façon, nous pouvons mieux cerner la situation de l'enseignement du français, mieux défendre les programmes en difficulté et encore plus significatif, éviter les crises en soutenant les efforts de promotion dans les établissements. Les effets de la situation économique se font toujours sentir. Ceux qui s'intéressent à ce que le français reste parmi les langues offertes dans les écoles et universités américaines devraient se joindre à nous afin de soutenir nos efforts pour sauvegarder des programmes menacés de disparition. Il faut rester vigilants. Il faut promouvoir l'importance du français dans le monde ainsi que les accomplissements des élèves, même les plus jeunes et/ou les débutants. Il est plus difficile de suggérer la coupure d'un programme qui brille par des activités, des prix, des projets innovateurs, des échanges, etc. La meilleure défense pour un programme est une offensive calculée, planifiée et soutenue pour mettre en évidence la valeur de l'enseignement du français. Ne restez pas dans un coin en espérant que tout ira bien.

Aidez-nous à contacter tous les professeurs de français à tous les niveaux. Envoyez-nous le nom de membres potentiels. Même si vous ne savez ni le nom ni l'adresse, vous pouvez nous dire qu'il y a un professeur de français dans tel ou tel lycée ou université, et nous ferons les recherches nécessaires. Vous pouvez nous les envoyer directement à [recruit@frenchteachers.org].

Si vous assistez à un congrès, pensez à repérer les noms d'intervenants qui parlent du français. Nous les contacterons. Si

vous organisez un événement dans votre chapitre, pensez à comment vous pouvez le transformer en activité de recrutement. Si vous connaissez des étudiants qui se préparent à une carrière d'enseignant ou des stagiaires, invitez-les à faire partie de notre réseau. C'est le moment de rester solidaires.

Advocacy

La Commission de l'AATF sur la Défense du français ainsi que le Comité dirigé par Margot Steinhart travaillent inlassablement pour développer des documents et des stratégies de défense pour des programmes menacés et pour répondre aux appels d'urgence de professeurs de français à tous les niveaux.

Si vous vous sentez nerveux quant au soutien d'administrateurs, familiarisez-vous avec les documents suivants sur notre site Web à [www.frenchteachers.org]:

- *Advocacy Depot*: vous y trouverez des liens utiles vers des ressources pour la défense du français, des sites consacrés à plusieurs états avec des données historiques et économiques ainsi que des stratégies d'utilisation;
- *Advocacy Wiki*: vous y découvrirez des échantillons de documents, des lettres-types, des articles sur la difficulté relative de différentes langues étrangères, des données culturelles et économiques sur l'importance du français; des témoignages d'anciens élèves; des stratégies qui marchent;
- *Archives du National Bulletin*: il y a des articles sur la promotion du français, des activités grandes et petites pour mettre en valeur le travail des élèves et des idées pour la célébration de la Semaine du Français mais qui pourraient servir tout le long de l'année;
- *Joint National Committee for Languages/National Council for Languages and International Studies (JNCL/NCLIS)*: L'AATF est membre fondateur de cette fédération qui regroupe plus de 60 associations consacrées à l'enseignement des langues. Sur leur site Web [www.languagepolicy.org] s'affichent des conseils pour monter des campagnes de défense, pour convaincre des décideurs et pour contacter les élus.

Nouveaux moyens de communication

De plus en plus, nous faisons appel aux nouveaux moyens de communication pour atteindre et aider les professeurs de français par tous les moyens. En plus du site Web où vous trouverez maintes ressources promotionnelles et

pédagogiques, vous pouvez régler votre cotisation, passer des commandes pour la Société honoraire de français, obtenir des documents publiés par l'AATF, vous inscrire au congrès et nommer un/e élève pour un *Outstanding Senior in French Award* par le biais de notre magasin en ligne [www.frenchteachers.org].

L'AATF a une présence Facebook et Twitter [AATFrench] depuis deux ans maintenant. Vous pouvez poser des questions aux collègues, afficher des annonces des activités de vos élèves, voir des offres d'emploi et plus. Depuis quelques semaines, la Société honoraire de français a sa propre page Facebook [SHF.AATF]. Le Grand Concours a aussi une page Facebook [National-French-Contest], ainsi que plusieurs de nos chapitres.

La Commission sur la Technology produit maintenant un blog [http://aatf-tech.blogspot.com] où l'on propose des astuces pour l'emploi des nouvelles technologies dans la salle de classe. Nous continuons à afficher sur la chaîne YouTube des clips vidéos (voir l'annonce à la page 28).

Tous les mois, la Commission organise aussi un chat, chaque fois sur un thème différent. Le chat reste ouvert pendant 3h pour qu'un maximum de membres puissent y participer. Nous envoyons par mél une annonce quelques jours auparavant. Nous nous servons de plus en plus du mél pour les communications avec nos membres. Vous recevrez des offres intéressantes, un rappel des dates limites et des renseignements utiles.

Congrès régionaux

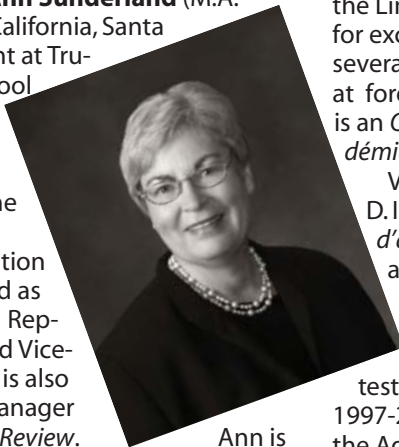
Si vous assistez au congrès de SCOLT, au *Northeast Conference* ou au *Central States Conference*, venez visiter le stand de l'AATF dans le salon des expositions et pensez à participer aux sessions et ateliers organisés par l'AATF. N'oubliez surtout pas le congrès de l'AATF du 5 au 8 juillet à Chicago. Profitez d'un congrès entièrement dévoué au français et amenez votre famille pour visiter la belle ville de Chicago,

Jayne Abrate
Executive Director
[abrate@siu.edu]

VISIT
theworldspeaksfrench.org

2012 AATF EXECUTIVE COUNCIL

President **Ann Sunderland** (M.A. University of California, Santa Barbara) taught at Truman High School (MO) for 30 years. She has served as President of the Foreign Language Association of Missouri and as AATF Regional Representative and Vice-President. She is also Advertising Manager for the *French Review*.



Ann is especially interested in *la Francophonie*. She is a *Chevalier dans l'Ordre des Palmes académiques*. Email: [mmesunderland@frenchteachers.org]

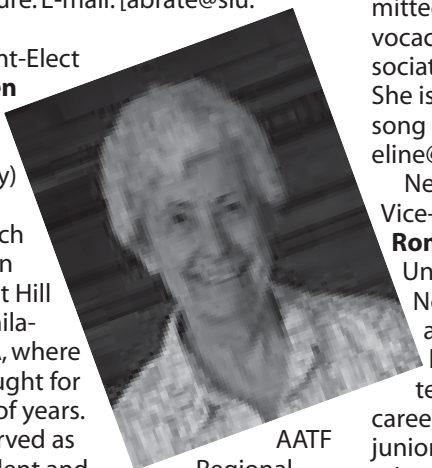
Jayne Abrate (Ph.D. Purdue), Executive Director since 1997, taught at the university level in Missouri for 15 years and has presented and published widely on French culture and cultural pedagogy, *Québécois* culture and literature, and the use of technology and World Wide Web in the classroom. She is an *Officier dans l'Ordre des Palmes académiques* and a *Chevalier dans l'Ordre des Arts et des Lettres*, and the 2006 recipient of the ACTFL Nelson Brooks Award for Excellence in the Teaching of Culture. E-mail: [abrate@siu.edu]



the French French she has served as a board member and on numerous committees, including Advocacy, for the New York State Association of Foreign Language Teachers. She is a frequent presenter on the use of song in the classroom. E-mail: [chezmadeline@optonline.net]

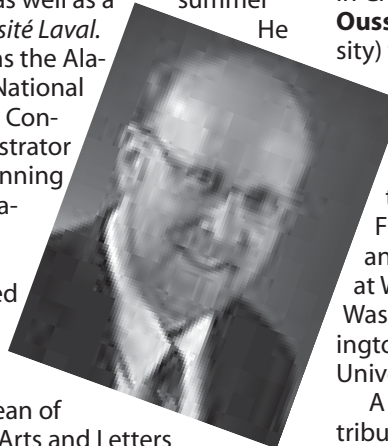
President-Elect

Mary Helen Kashuba SSJ (DML, Middlebury) is Professor of French and Russian at Chestnut Hill College, Philadelphia, PA, where she has taught for a number of years. She has served as Vice-President and AATF Regional Representative and has been the local French Contest Administrator since 1978. In addition, she was a member of the Board of Directors of ACTFL, Northeast Conference, and PSMLA. She received



the Lindback, Ludwig, and PSMLA Awards for excellent teaching. She has published several articles and presents frequently at foreign language conferences. She is an *Officier dans l'Ordre des Palmes académiques*. E-mail: [kashubam@chc.edu]

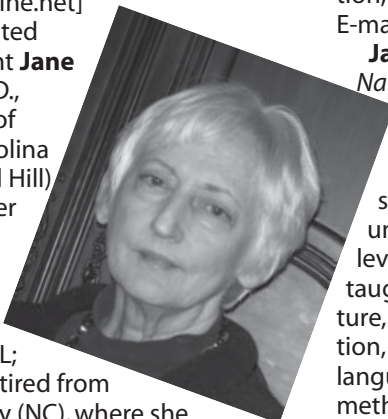
Vice-President **Steve Daniell** (Ph. D. Illinois) spent a year as an *assistant d'anglais* as well as a summer at *Université Laval*. He served as the Alabama National French Contest Administrator 1997-2009, winning the Administrator of the Year Award (2002) and also served as Chapter President. In August 2009, he became Dean of the School of Arts and Letters at Texas Wesleyan University. E-mail: [sdaniell@txwes.edu]



Vice-President **Madeline Turan** (M.A. Long Island University) is Adjunct Lecturer at SUNY Stony Brook. She taught for more than 30 years in the Sachem Schools (NY). She has served as a board member and on numerous committees, including Advocacy, for the New York State Association of Foreign Language Teachers. She is a frequent presenter on the use of song in the classroom. E-mail: [chezmadeline@optonline.net]



Newly-elected Vice-President **Jane Romer** (Ph.D., University of North Carolina at Chapel Hill) began her teaching career at the junior high school level in Jacksonville, FL; in 2010 she retired from Elon University (NC), where she taught for twenty-four years. Between 1996 and 2002, she served as Secretary,



Vice-President, and President of the North Carolina AATF Chapter. From 2001-2010 she served as the chapter's National French Contest Administrator. She has made presentations on French cinema, literature, and various aspects of teaching French. E-mail: [romerj@elon.edu]

Before moving to the U.S., the Editor in Chief of the *French Review* **Edward Ousselin** (Ph.D., Ohio State University) taught French at the *Institut de Touraine* (Tours). He now teaches French film and culture at Western Washington University.



A frequent contributor to the *French Review*, he has served since 2005 as Review Editor for Creative Works. He is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [edward.ousselin@wwu.edu]

Michel Gueldry (Ph.D., Université de Toulouse), Managing Editor of the *French Review*, is Professor of French and European Studies at the Monterey Institute of International Studies (CA). He is the author or editor of four books and published many articles on language teaching, French civilization, culture, and European studies. E-mail: [michel.gueldry@miis.edu]



Jane Black Goepper, Editor of the *National Bulletin* for more than 20 years, has taught French at the high school and university levels. She has taught literature, civilization, foreign language methods and curriculum courses, supervised field experience,



student, and intern teachers as well as having served as mentor and cooperating teacher for student teachers. She is an *Officier dans l'Ordre des Palmes académiques*. E-mail: [ljb@fuse.net]

Lisa Narug,

Director of the National French Contest, has been involved with *Le Grand Concours* since 1991 when she "temporarily" filled in as National Chair Awards. She served as National Chair for Computer Operations and Assistant Director. She has a degree from the University of Illinois and worked at AATF National Headquarters for 6 years. She worked at various nonprofit associations before returning as Contest Director. E-mail: [legrandconcours@sbcglobal.net]

Region I (New England)

Representative **Joyce**

Beckwith

(MAT. Harvard) is Director of Foreign Languages for Wilmington, MA Public Schools. A Past-President of the Eastern Massachusetts Chapter and of MaFLA, she now serves as Chapter Treasurer, Assistant Editor of *Pedagogy for the French Review*, and Co-Chair of the Commission for the Promotion of French. She is an *Officier dans l'Ordre des Palmes académiques*, a member of the AMOPA National Board of Directors, and a recipient of MaFLA's Distinguished Service Award. E-mail: [jbeckwith@wilmington.k12.ma.us]

Abbe Guillet

(Goucher College, Columbia



University), Region II (New York & New Jersey) Representative, has been teaching since 1988 at C.W. Baker High School in Baldwinsville, NY. She has also taught English at the *Lycée français* de New York and in Versailles. She has been active in her local foreign language association, served two terms on the board of the New York State Association of Foreign Language Teachers, and was honored to receive the Ruth E. Wasley Distinguished Teacher Award. She has also served as President and Vice-President of the Central New York Chapter. She is a *Chevalier dans l'Ordre des Palmes académiques*. E-mail: [anguillet@yahoo.fr]

Region III (Mid-Atlantic) representative **Christine Gaudry-Hudson** (Ph.D. UNC at Chapel Hill), a French native, is Associate Professor of French and Chair of the Department of Foreign Languages at Millersville University (PA). She has been the Treasurer for the Susquehanna Valley Chapter since 1993 and has been active in the AATF, ACTFL, the Northeast Conference, PSMLA, and several other organizations. She is currently working on a book on Georges Simenon. E-mail: [Christine.Gaudry-Hudson@millersville.edu]

Region IV (Southeast) Representative **Catherine Daniélou** (Ph.D. Michigan State) is Associate Professor and As-Dean at the University of Alabama at Birmingham. She specializes in 17th-century French literature and also likes to teach advanced grammar, French history, and contemporary French culture. She has been active with language teaching organizations and enjoys working with K-12 teachers in immersion workshop settings. E-mail: [danielou@uab.edu]

Region V (East Central) Representative



Fred Toner (Ph.D.

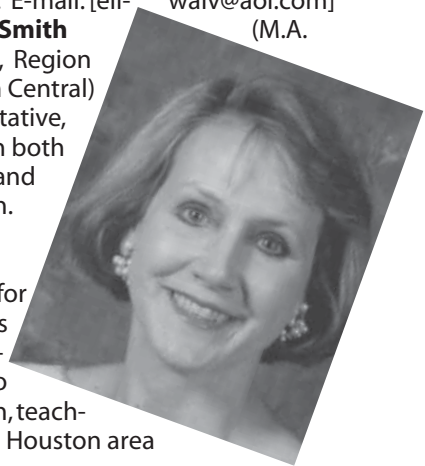
Kansas) is an Associate Professor of French at Ohio University and served as Chair of the Department of Modern Languages. He is the co-director of the Ohio Valley Foreign Language Alliance and Past-President of the Ohio Foreign Language Association. Fred has written articles on foreign language pedagogy and methodology, 19th-century French literature, and contemporary French civilization, and is co-author of an intermediate-level French composition textbook. His latest research centers on the minority voice in contemporary France. E-mail: [toner@ohio.edu]

New Region VI (West Central) Representative **Eileen**

Walvoord (M.A. Montclair State University, NJ) is a member of the Chicago/Northern Illinois Chapter and served two consecutive terms as both program chair and president. She is currently the chair of the chapter's Advocacy Committee and serves as immediate past-president. Eileen is a member of the committee that created the French Advocacy Wiki. She teaches third year and fourth year/AP French students at Niles North & Niles West High Schools in Skokie, IL. E-mail: [eil-walv@aol.com]

Janet Smith

(M.A. Houston), Region VII (South Central) Representative, worked in both industry and education. She was at *Société Générale* for nine years before returning to education, teaching in the Houston area



for over 20 years. She currently teaches at Westchester Academy, where she was Department Chair, IB CAS Coordinator, and Virtual Learning Liaison. She served as President and Vice-President of the Houston Chapter and is Co-editor of the *Texas Foreign Language Teachers Association Journal*. She received grants to study in Strasbourg, Bordeaux, and Belgium. She was named Outstanding AATF Chapter

Officer (2008).

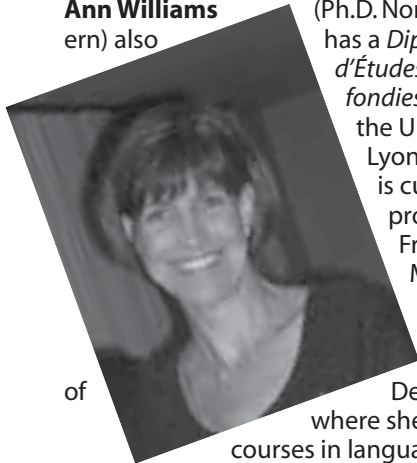


Newly-elected Region VIII (South-west) Representative **Marie-Magdeleine Chirol** (Ph.D., University of Maryland) is Professor of French at Whittier College (CA)

where she has been teaching since 1997. She

has brought together the Francophile community of high schoolers, college students and professors of the greater Los Angeles region with a yearly French play for the last 15 years. She publishes on the 20th- and 21st-century novel and on Francophone cinema. E-mail: [mmchirol@whittier.edu]

Region IX (Northwest) Representative **Ann Williams** (Ph.D. Northwestern) also



has a *Diplôme d'Études approfondies* from the Université Lyon II. She is currently professor of French at Metropolitan State College

of Denver where she teaches courses in language,

literature, and culture. She regularly presents at conferences and writes on contemporary French culture, and she has coauthored four college-level French textbooks. E-mail: [gascona@mscd.edu].

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2012 AATF BOOK CLUB VICTOIRE, LES SAVEURS ET LES MOTS DE MARYSE CONDÉ (2006)

RÉSUMÉ DU LIVRE

Introduction: Voici l'histoire de Victoire, la grand-mère de Maryse Condé. L'auteure n'a jamais connu sa grand-mère qui est décédée en 1915, donc 22 ans avant sa naissance. Maryse Condé avait été intriguée en voyant une photo de sa grand-mère qui ne ressemblait pas du tout à une Antillaise. Victoire était blanche! Maryse décida donc d'en savoir plus. Elle fit des recherches mais elle fit aussi appel à son imagination et elle dresse de sa grand-mère un portrait plein d'affection.

Résumé : L'histoire commence à Marie Galante, une île dépendant de la Guadeloupe.

La mère de Victoire mourut en couches à l'âge de 14 ans. Le bébé fut élevé par sa grand-mère, Caledonia, qui lui voua une grande passion jusqu'à sa mort. Victoire se retrouva alors seule à 14 ans, sans personne pour la protéger contre la méchanceté des gens. Elle est employée comme domestique par la famille Jovial, des «grands nègres». Thérèse Jovial est fiancée à Dernier qui l'abandonne un jour et quitte l'île pour se consacrer au journalisme. Et coup de tonnerre, on découvre que Victoire, âgée de 16 ans, est enceinte de Dernier. Elle est traitée comme criminelle et non comme victime alors que Dernier a le double de son âge. Victoire se retrouve à la rue avec son bébé. Mais un miracle la met sur le chemin d'Anne-Marie, une musicienne "blanc pays" avec qui elle nouera une grande amitié. Anne-Marie l'engage comme cuisinière et rapidement la renommée de Victoire s'étend dans la région. Le mari d'Anne-Marie tombe sous le charme de Victoire et un étrange ménage à trois commence. Anne-Marie, fatiguée par deux grossesses, n'est que trop heureuse quand Boniface rejoint la couche de Victoire. Boniface va payer les études de Jeanne, la fille de Victoire, et il la gâtera et l'aimera comme sa propre fille. Jeanne passe brillamment son diplôme d'études secondaires et obtient un poste d'enseignante dans le plus grand établissement de Guadeloupe. Jeanne fait partie de la naissante intelligentsia de couleur et elle est consciente d'appartenir à une élite. Elle a honte de sa mère. Elle lui interdira de revoir Anne-Marie et Boniface, des «blancs pays», donc des ennemis. Victoire est contrainte d'abandonner Boniface, son compagnon de 20 ans. Victoire perd

le goût de vivre et mourra d'une leucémie. Sentant sa mort prochaine, elle réunit pour un dernier festin ceux qui lui avaient été chers.

Cuisiner c'était sa manière d'exprimer un moi profond constamment refoulé, prisonnier de son analphabétisme, de sa bâtardise.

À sa manière, elle rédigeait son testament. Elle espérait qu'un jour en Guadeloupe la couleur ne serait plus un maléfice, que «blancs pays» et «grands nègres» pourraient s'entendre.

Victoire fut l'architecte d'une libération dont sa descendance a su profiter.

THÈMES DE DISCUSSION POSSIBLES

1. L'un des thèmes les plus fascinants du livre est la comparaison ou le rapprochement entre la créativité de la grand-mère cuisinière et la créativité de l'écrivain.
2. L'impact de l'esclavage sur les Antillais: ils se sentent mutilés parce qu'ils ne connaissent pas l'intégralité de leur passé.
3. Relations mère/fille, celles de Victoire et de Jeanne.
4. L'irresponsabilité des hommes noirs, ces hommes qui abandonnent les femmes qu'ils ont mises enceintes et ne se soucient pas de leur progéniture (à comparer avec ce que l'on trouve dans la littérature américaine).
5. Le thème de la liberté: Jeanne, éduquée, enseignante, est-elle plus libre que sa mère, Victoire, analphabète?
6. La relation d'amitié entre Anne-Marie, l'employeur, et Victoire, l'employée en dépit de sa peau blanche.
7. La revanche de Victoire sur ce «grand nègre» (éduqué) qui l'a abandonnée. Sans son aide, elle est parvenue à casser le monopole du savoir détenu par les «blancs pays». Sa fille est bien la fille de Dernier: elle appartient à ce monde de l'audace, de force et d'intelligence, pas au sien, celui des servantes.

Bernadette Theisen

Alliance française de Silicon Valley
[theisen@netzero.com]

Note: The symbol ♣ after a member's name in this publication means that that individual is a National Board Certified teacher. Visit [www.nbpts.org] for more information.

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Chair to be named

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LA FRANCE DIVISÉE

This 36-min. documentary film explores the two sides of France during World War II: the collaboration with the Vichy government as well as the courage of many Righteous Gentiles and members of the Resistance. It also includes interviews with seven French people: a Holocaust survivor, three child survivors, two historians, and a leader of the French Resistance. Each interviewee presents a very different account of his/her experiences. The film concludes with actual footage of two historic apologies from the French government and Catholic Church. President Jacques Chirac publicly apologized for France's role in the deportation of Jews (1995), and Bishop Olivier de Berranger apologized for the silence of the French Catholic Church and asked for forgiveness (1997). Written, produced, and directed by Barbara P. Barnett and Eileen M. Angelini. Recommended for high school or college.

Mail or fax this form with payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; fax: 618-453-5733. Prices include postage and handling. Also available through the on-line store.

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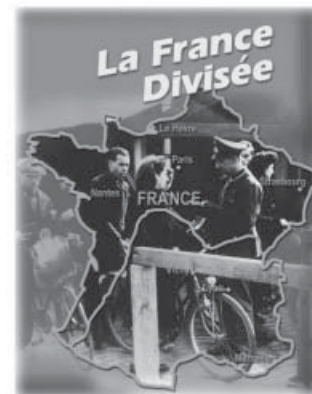
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This series of six full-color 11x17" promotional posters for French teachers is based on the themes *Parlez-vous... histoire?...cuisine?...civilisation?...sciences?...sports?* and finally *Parlez-vous...français?* They were designed especially for the AATF with support from a grant from the French Cultural Service and the AATF. The brightly-colored abstract posters suggest many aspects of French and Francophone cultures that can be treated in the classroom. Includes a 123-page guide for using the posters to promote French. Thumbnail sketches of the six posters can be viewed at [www.frenchteachers.org/hq/materials/material.html]. Send this form and payment of \$25 (members)/\$40 (non-members) to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733. Prices valid through 5/31/2012.

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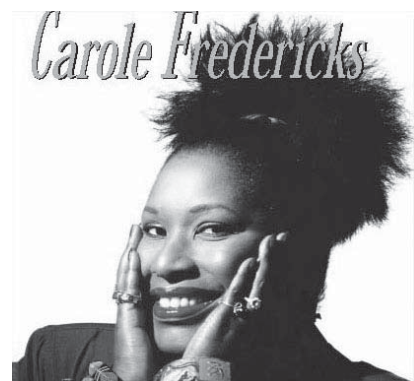
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AATF DOROTHY LUDWIG EXCELLENCE IN TEACHING AWARDS

The AATF invites nominations for four annual awards for outstanding teachers, one at each level: elementary school, middle school or junior high school, high school, and postsecondary (university, college, or community college). The purpose of the award is to recognize teachers who have demonstrated excellence and commitment in the teaching of the French language and French and Francophone cultures and literatures.

Each winner will receive a certificate from the AATF recognizing his or her outstanding contribution to the teaching of French and a one-year complimentary membership in the AATF for 2013, a cash award, and a one-year subscription to *Le Français dans le monde*. An official presentation will be made at the AATF Awards Banquet in Chicago in July 2012.

Nominations may be made by any AATF member in good standing or by an AATF Chapter. The nominee must be an active member of the AATF. All documents must be submitted by **February 1, 2012**.

The selection committee will consist of two members of the AATF Executive Council and one member at large. Any nomination that does not conform to the guidelines below in length or content will not be considered. A teacher may receive the award only one time at a given level. If there is no suitable candidate at a given level, the AATF reserves the right not to make an award.

The AATF will acknowledge the recipients of the awards by sending a letter to their principal and/or supervisor and will issue a press release, if requested. The *National Bulletin* will include a feature article on the recipients.

TIME LINE

Because the awards will be presented at the annual convention, the deadline for receiving all documents will be **February 1, 2012**. Decisions will be made by March 1. Recipients will be notified by March 15 so that they can make arrangements to be present at the awards program.

REQUIRED QUALIFICATIONS

1. Nominees must have a minimum of five years teaching experience at the level for which they are candidates and must be teaching currently at that level.
2. Nominees must have been members of the AATF for the past five consecutive years.
3. Current AATF officers are not eligible for these awards.
4. Nominees must have made a significant impact on students, school, and community at the award level.
5. Nominees must be active participants in AATF activities locally, regionally, or nationally.

EVALUATION CRITERIA

Nomination packages will be evaluated for evidence of (1) outstanding teaching experience, (2) professional growth and development, and (3) contribution to the profession.

Evidence of outstanding teaching experience may include but is not limited to

- a. demonstration of students' exemplary proficiency in French, knowledge of French language and Francophone cultures and literatures, and motivation for continued study of French,
- b. increased enrollment or expansion of curricular offerings, or previous teaching awards,
- c. student participation in extracurricular French activities, exchange programs, internships, and competitions, or
- d. students' high performances in French on standardized tests.

Evidence of professional growth and development

- a. participation in AATF chapter and national activities,
- b. participation in foreign language conferences, workshops, and seminars,
- c. pursuit of advanced degrees and education, or
- d. grant-supported research, projects, workshops, or travel.

Evidence of contributions to the profession may include

- a. leadership and service in professional organizations, including the AATF,
- b. research or presentations at conferences or publications in professional media, or
- c. sponsorship of extracurricular activities or student exchange programs or other innovative programs.

NOMINATION PACKET

The nomination packet may not exceed a total of five pages and must include the following:

1. A résumé of education, teaching experience, membership and offices in professional organizations, AATF activities and other professional activities, and awards, using only the officially provided two-page form (found on the AATF Web site, from Chapter Presidents, and upon request from AATF Headquarters), so that all candidates will be compared in identical rubrics. This two-page required form constitutes pages one and two of the five-page packet. Cover letters from nominators will not be included as part of the five-page packet forwarded to the selection committee.
2. A one-page personal statement by the nominee in which he or she addresses in detail the following topic: Of your contributions in and out of the classroom, of which are you the most proud? Explain your choice (page 3).
3. Two one-page letters of recommendation that address the candidate's teaching excellence, professional growth and development, and contributions to the profession. These two letters of recommendation are limited to one page each and constitute pages 4 and 5 of the five-page packet. They should come from colleagues or superiors who have first-hand professional knowledge of the candidate's classroom performance.
4. All nominations and forms should be submitted together in one file.
5. Submit the nomination packet electronically in .pdf format to [abrate@siu.edu]. The nomination must be received no later than **February 1, 2012**.

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Promotional DVD: *Forward With French*

10-min. DVD of testimonials from business people who use French in their work, including a travel agent, immigration lawyer, and businessman. It shows why French is still the language to learn. \$15 (members)/\$18 (nonmembers).

Promotional DVD: *Forward with FLES**

11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers. \$15 (members)/\$18 (nonmembers).

Tee-Shirt: *Le français m'ouvre le monde*

The front shows a map of the world with areas where French is the official language highlighted in red. The back lists in French areas where French is the official language under the heading *Ici on parle français*. Navy. Sizes: L, X, XXL. \$18 (L or XL), \$19 (XXL)

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Manual produced by the AATF Student Standards Commission containing learning scenarios for novice through intermediate learners. \$25 (members)/\$40 (nonmembers)

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Collection of Classroom Activities and *Salut les jeunes!* activities from past issues of the *National Bulletin*. \$30 (members)/\$40 (nonmembers)

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Collection of Classroom Activities activities to accompany the 2009-2010 National French Week poster. \$20 (members)/\$30 (nonmembers)

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___ <i>Parlez-vous posters</i> (\$25/\$40)	___ <i>Making Global Connections</i> (\$25/\$40)	_____
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IN MEMORIAM: CHRISTOPHER PINET, EDITOR OF THE *FRENCH REVIEW* (1944- 2011)

Former Editor in Chief of the *French Review* and AATF Honorary Member Christopher Pinet lost his battle with a rare brain cancer on November 17, 2011. He passed away at home surrounded by his family. He earned his degrees in French from the University of Kansas and Brown University (RI). Chris retired in May 2010 from Montana State University where he was Professor of French and had taught since 1981.



He was active in the university and in the community in many organizations; in particular he served for two years as Chair of the Montana Committee for the Humanities and was a dedicated member of the Gallatin Valley Human Rights Network for many years.

Chris enjoyed a long and distinguished career as a teacher and scholar of French and Francophone literatures and cultures. He served on the national Board of Directors of the *Fédération des Alliances françaises USA*. He was recently promoted by the French Ministry of Education to the rank of *Officier dans l'Ordre des Palmes académiques*, and in June of this year in a ceremony held in Washington, DC, in the presence of His Excellence François Delattre, the French Ambassador, he was awarded the *Médaille d'Or de Mérite francophone*, given by *Renaissance française*, which recognizes those who devote themselves to the development of the French language and culture in their country.

His French heritage was important to him. He was very proud of the fact that his great uncle fought in the Battle of the Somme in World War I and that his father participated in D-Day off Omaha Beach in World War II. Those who knew him will always remember his enthusiasms, energy, humor, and *joie de vivre*.

Chris served on the *French Review* staff in many capacities, as both review editor and associate editor before taking on the job of Managing Editor. He assumed the position of Editor in Chief of the *French Review* in 1998 and served for four three-year terms. During his tenure as Editor in Chief, Chris produced an array of editorials and special issues concerning the Francophone world. In honor of our conventions, he edited special issues on Paris, Quebec and Francophone Canada, Martinique and Guadeloupe, the Francophone World (including Vietnam, Sub-Saharan Africa,

the Maghreb and France, and the Antilles), Francophone cinema, *Francophonie* in the U.S., French-speaking Belgium, and *Algérie/France*. Thanks to his assistance we were able to welcome distinguished keynote speakers such as Polly Platt and Azouz Begag.

In his role as Editor in Chief, Chris was a valued member of the AATF Executive Council and worked diligently to enlarge the scope of the *French Review* to meet the needs of AATF members at all teaching levels. His larger-than-life personality, his *gourmandise*, his passion for all things French, his intellectual rigor, his honesty, and his devotion to the AATF will be remembered by all those who worked with him on the Council and met him at our meetings or in conjunction with the *French Review*. How many of us enjoyed conversations with him during our annual conventions as we shared updates on the *Tour de France*? During the school year, many of our conversations revolved around the performance of his beloved University of Kansas Jayhawks. I remember numerous conversations with him where he had just returned from a long walk with his dog, Charlie, who barked in the background. Chris' personality seemed to fit the wide expanses of Montana.

He is survived by his wife, Carolyn, two children, three grandchildren, and four sisters. Donations to the American Cancer Society or to Amnesty International in Chris' name would be gratefully appreciated.

This quote from a colleague who knew him well sums up what many others feel: "Je viens de perdre l'ami qui était le plus loin en km et le plus proche en mon coeur. Ce n'est pas un chagrin, c'est une profonde tristesse...Chris est et restera un ami toujours présent."

Jayne Abrate
Executive Director
[abrate@siu.edu]

Christopher Pinet and I first met in the mid-1970s when he came to the University of Cincinnati's Department of Romance Languages' Conference on French Literature of the Renaissance Period. I had participated in organizing the conference and also had volunteered for my husband and I to provide housing and some meals for someone without a hotel room. We discovered at that time our many mutual interests and concerns.

Later on it was a great privilege to work together with Chris as editors for the AATF publications. Chris did not want to continue the past conception of the *French Review* as an exclusive publication for college and university faculty nor did I wish to continue the opposite idea that the *National Bulletin* carried material strictly for elementary and secondary personnel. We steered articles to each other that we felt were not appropriate for our particular publication and shared many ideas over the years.

This collaboration served to increase our friendship with each other and with our spouses. It is not only as a colleague that Chris' death has left a deep sadness for me and my husband but also as a dear friend. We miss his quirky humor, his friendliness, his support, his love of French and the Francophone world, his love of teaching, and his shared interest in causes that so often seemed to us futile but of utmost importance for the younger generations. Together we felt that we were the keepers of lost causes. He does live on in our memories and in the memories of all those who knew him.

Jane Black Goepper
Editor, *AATF National Bulletin*
[nbeditor@frenchteachers.org]

2012 CONVENTION HIGHLIGHTS

Mark July 5-8, 2012 on your calendars! The 85th annual AATF convention will be held on those dates at the Intercontinental Hotel in Chicago. We are planning a number of exciting activities as well as the usual excellent professional program.

Hotel Information

The Intercontinental Hotel is located on Michigan Avenue near the Art Institute, Navy Pier, and Millennium Park. The convention rate is \$145 (+ taxes). There are several options for reserving a room: on-line at [www.ichotelsgroup.com/redirect?path=asearch&brandCode=6c&localeCode=en®ionCode=1&hotelCode=ORDHA&rateCode=6CBARC&_PMID=99801505&GPC=MR4]; by telephone at (800) 628-2112, give the group name "Amer Assn of Teachers of French Room Block or block code MR4. It is important for attendees to stay at the convention hotel whenever possible. If we are able to fill the block of rooms we have reserved, the cost of organizing the convention is significantly lower. We will again provide a roommate list for those looking for someone with whom to share a room. The deadline for making a reservation at the convention rate is **June 3, 2012**.

Registration

The Early Bird Registration Fee will be \$250 if paid by May 1, 2012. After June 3, 2012 the Late Registration fee of \$300 will apply. A special Full Registration Rate will also be available and will include both meals and a choice of excursion.

Program

We expect to have a full program of sessions and workshops with a number of additional features, including a *dictée*

(organized by Marie-Simone Pavlovich).

We are also exploring possible areas of collaboration with the *Alliance française de Chicago, Consulat de France, Délégation du Québec*, and other groups regarding a keynote speaker, dignitaries, round table discussions, and other options.

Activities

Thursday, July 5: Welcome Luncheon where members can meet others from their region.

Thursday, July 5: Exhibit Reception to celebrate the opening day and where attendees can get a first look at what our exhibitors have to offer.

Friday, July 6: the annual *Dictée* will be held where members can try their hand at this uniquely French discipline.

Saturday, July 7: 2011 AATF Award recipients will be honored at our Awards Banquet.

Excursions

We are working with the Local Committee to organize a number of excursions for attendees before, during, and after the convention. These include a visit to the Art Institute, architectural tours, and perhaps a wine tasting. We hope to have all these details finalized soon, and information will be posted on the AATF Web site as soon as it is available.

Academic Credit

We will again work with Webster University in St. Louis to offer one graduate credit for attendance at the convention.

Sightseeing and cultural activities

Summer is a wonderful time to visit Chicago because there are festivals and entertainment throughout the city. Convention-goers who arrive on July 4 will be treated to fireworks on nearby Navy Pier. Taste of Chicago will also be occurring while we are there. The many fine museums, parks, sporting events, and

performances await AATF members, not to mention shopping on the Magnificent Mile.

NOMINATIONS FOR REGIONAL REPRESENTATIVES

The AATF is seeking nominations for Regional Representatives for Region II (New York and New Jersey), Region IV (Southeast—Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina), and Region IX (Northwest—Colorado, Wyoming, Idaho, North Dakota, Oregon, South Dakota, Washington/Alaska/Alberta/British Columbia) for a three-year term, 2013-2015.

Nominees must be members in good standing of the AATF and reside within the region that will be electing a representative.

Nominations may come from members or from chapters, including those outside the nominee's own chapter. The AATF Constitution states that a Regional Representative cannot be succeeded by someone from the same chapter. Therefore this year, nominees other than incumbents from the Central New York, Alabama, and Colorado-Wyoming Chapters, are ineligible. There are incumbents eligible for a second term in all three regions.

The Nominating Committee encourages the AATF membership to consider candidates with a proven record of participation in local, state, and national AATF activities. Nominations should be submitted to the chair of the Nominating Committee, Janet Smith at [janet.smith@springbranchisd.com] by **March 1, 2012**. The committee will contact nominees to submit their curriculum vitae and a personal statement.

FILE-SHARING SITE

ISLCollective.com is a free file-sharing site for language teachers. It is a file-sharing community of FLE, ELE, ESL, and DAF teachers who share free, downloadable language-teaching materials. All printables are originals created by members and are in fully editable .doc or .ppt formats. The site was launched in September 2009, and its resource library now includes over 8000 worksheets. It continues to grow daily so it is worth checking back every now and then. The URL of the French section is [<http://fr.islcollective.com>]. They have already included a backlink to [www.frenchteachers.org] at [<http://islcollective.com/Links/>]. Check it out.

2012 ELECTION RESULTS

President-Elect: Mary Helen Kashuba SSJ (PA)

Vice-President: Jane Romer (NC)

Region I: Joyce Beckwith (MA) re-elected

Region VI: Eileen Walvoord (IL)

Region VIII: Marie-Magdeleine Chirol (CA)

We would like to take this opportunity to congratulate these five Executive Council members and to welcome them to the Executive Council. They were all elected to three-year terms beginning January 1, 2012, except for the President-Elect who will serve one year as President-Elect and then a three-year term (2013-2015) as President. We offer our heartfelt thanks to outgoing Vice-President Will Thompson, Region VI Representative Gregg Siewert, and Region VIII Representative Anne Jensen who have finished their terms, and to Will Thompson, Jacki Williams-Jones, Adina Alexandru, Samantha Godden-Chmielowicz, and Helene Ossipov for having agreed to run for office.

2012 ISE “LANGUAGE MATTERS” AWARD

The AATF is pleased to announce that Intercultural Student Experiences (MN) will again recognize an outstanding high school teacher of French at the AATF annual convention in Chicago in July 2012. Previous recipients of this award are Marion (Mimi) Hagedorn (KY) in 2005, Davara Potel ♣ (OH) in 2006, Donna Czarnecki (IL) in 2007, Teresa Lambert ♣ (KY) in 2008, Beth Pierce ♣ (MS) in 2009, Megan Iranpour ♣ (KY) in 2010, and Dawn Young (NC) in 2011.

Tanya Gajewski, Director of Education at ISE, said: “ISE is committed to recognizing outstanding educators who inspire their students to speak French inside and outside the classroom. ISE is honored to provide this recognition in support of the creative and dedicated French language high school teachers who have made it their life’s work to provide the most meaningful and effective language immersion experiences for their students. This award is a reflection of our commitment to nonprofit educational travel organization ‘where language matters.’”

AWARD: The ISE Language Matters award will consist of a framed award certificate accompanied by a cash award funded by ISE.

ELIGIBILITY CRITERIA: The applicant selected for this award will be a high school teacher of French and member of the AATF who has achieved outstanding success in getting students to speak French through exemplary motivation and creative methods. In addition, the winner will be a teacher who has provided authentic immersion experiences outside the classroom for students to apply their speaking skills. Participation in an ISE program is not among the criteria.

DOSSIER: The following items, which should not be bound or stapled, constitute the nominee’s dossier: (1) A letter of nomination from an AATF member outlining why the nominee deserves the award and specifically addressing the criteria listed above; (2) A letter supporting the nominee from a school or district supervisor/administrator; (3) The nominee’s CV (with all contact information), plus the name of the school principal and his/her contact information, and the e-mail address of those providing letters in #1 and #2; (4) A personal statement from the nominee, noting evidence of activities, strategies, and techniques designed to promote and improve students’ speaking abilities in French, students’ achievements, and student exchange/travel experiences, as well as other immersion

experiences outside the classroom.

Deadlines: The nominee’s dossier must be received by **February 1, 2012**. It should be sent electronically in .pdf or Word format to [abrate@siu.edu]. The recipient of the award will be notified by April 1, 2012. The award will be presented during the AATF Convention in Chicago, July 5-8, 2012. Questions about this award should be directed to [abrate@siu.edu]. For more information in ISE visit [www.isemn.net].



PHOTOS NEEDED

We are looking for high quality digital photographs of the Francophone world for use in upcoming Francophone calendars (see page 00). Each year’s calendar will have a different theme, and we are looking for contributions of photographs for future years. Upcoming themes may include, monuments, nature, iconic images, Paris, castles, Quebec, Francophone Africa, the Caribbean. Submit photographs or questions to Jayne Abrate at [abrate@siu.edu].

ORDER AN AATF MEMBERSHIP ID CARD

What is lightweight,, easy to obtain, and a must for the budget traveler? An AATF membership card! It is all of the above, and easily available to all our AATF members with a written request to the National Office or send an e-mail to [aatf@frenchteachers.org].

Each year I request an AATF membership card for use on any future trip abroad. I have proudly used it throughout my career and appreciated each time I had the opportunity to save a bit of money. Although it is more difficult to obtain the teacher discount in Europe today, it is still a valuable tool in the economy traveler’s arsenal.

The advantage of the AATF membership card is the fact that it is written in French and thus is understandable to all. Several years ago teachers received free entrance to major French museums such as the Louvre. This is no longer the case.

However, some city and departmental museums as well as private museums will grant teacher discounts upon seeing the AATF membership card. I always ask whenever I visit any museum in France and hope for the best. Sometimes the policy is to grant full admission; often-times I am granted admission at a reduced price. Some bookstores in France also grant a 10% reduction to teachers upon seeing a card.

My French friends have been amazed at the savings I’ve accrued in various museums in France. Even my teacher friends are surprised when I show my card, as they often are not aware of the possibility of receiving teacher discounts. My advice is to plan ahead and enjoy this benefit of AATF membership.

Ann Sunderland
AATF President

AATF members can obtain an official AATF membership card by sending a SASE to: AATF Membership Card, Mail-code 4510, Southern Illinois University, Carbondale, IL 62901. Chapters can order cards in bulk for distribution to their members.



M., Mme/Mlle

est membre de l’Association Américaine de Professeurs de Français avec tous les privilèges et tous les droits qui s’y attachent.

Fait à Carbondale, Illinois, États-Unis d’Amérique le _____ pour servir et valoir ce que de droit.

La Secrétaire générale

SPECIAL OFFER: NEW AATF FLYER

The AATF has produced a new flyer targeting school guidance counselors. Entitled "Help Wanted: Encourage Students to Learn French," it outlines how studying French can provide important career advantages for students. The flyer was developed by the AATF Commission on High Schools. Limited quantities of the flyer will be offered to AATF members free of charge. Send a self-addressed stamped business-size envelope to the AATF with a note requesting the new flyer.

one first-class stamp required for 4 copies of the flyer

two first-class stamps required for 9 copies of the flyer

As usual, the flyer is available in larger quantities for the member price of \$.12 per copy or in any quantities to non-members at \$.20 per copy.

Mail your SASE and request to AATF Flyer, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

AATF PROMOTIONAL KIT

We have put together this promotional kit offered for only \$75 to help teachers promote French during National French Week and throughout the year. For complete descriptions of all of these materials as well as other items available from the AATF, see the Materials Center listing in the *National Bulletin* (p. 34). All items can be purchased separately.

The Promotional Kit includes the following:

- A set of 8 one-page promotional flyers suitable for duplication (appeared in past issues of the *National Bulletin*)
- 100 copies of the flyer *French by the Numbers*
- 100 copies of the flyer *10 Reasons to Learn French*
- 100 copies of the flyer *Speaking French: An Investment in the Future*
 - _____ 25 copies of the *Why French FLES*?* flyer (optional at no extra cost; check if you would like to receive them)
 - _____ 10 copies of the "Help Wanted" flyer for counselors (optional at no extra cost; check if you would like to receive them)
- 10 Forward with French bumper stickers
- 50 World Speaks French postcards
- one AATF promotional video/DVD or CD (Please indicate your choice; select only one.)
 - _____ DVD *Le Français m'ouvre le monde* _____ DVD *Forward with French*
 - _____ DVD *Forward with FLES** _____ DVD *French-Speaking Louisiana*
- one AATF guide or FLES* report (Please indicate your choice; select only one.)
 - _____ *Calendrier perpétuel* _____ *La Vie des mots*
 - _____ *Vive le français!* (activities)
 - _____ FLES* report (See the *National Bulletin*, p. 38 for descriptions and titles; specify by year.)
- promotional items (Select only one.)
 - _____ 50 World Speaks French pencils _____ AATF Notecards (2 sets of 12 cards)
 - _____ 25 *On est les meilleurs!* buttons _____ 25 Forward with French pens

Total (\$75 per kit): _____

This entire kit is available for \$75 (postpaid). This represents a 40% savings over ordering the items individually. Payment accepted by check or school purchase order. This form must accompany all orders. Valid through 5/31/12.

Name: _____

Address: _____

City, State, Zip: _____

Telephone: _____ (H/W) E-mail: _____

STAGE PÉDAGOGIQUE À L'UNIVERSITÉ DE STRASBOURG: "AU COEUR DE L'EUROPE"

En juillet dernier, j'étais si contente d'avoir l'occasion de participer à un stage pédagogique organisé par l'Institut international d'Études françaises de l'Université de Strasbourg.

Je suis partie de Paris pour Strasbourg par un TGV de la Gare de l'Est. C'était un trajet confortable qui a duré environ deux heures. En arrivant à Strasbourg, j'étais accueillie par ma mère d'accueil. Elle m'a emmenée chez elle et m'a donné des renseignements concernant le premier dimanche du mois—les entrées gratuites à tous les musées de la ville de Strasbourg. J'ai décidé d'en profiter. En dépit du fait que je ne connaissais pas encore la ville, je n'avais pas du tout peur. Je me suis promenée de l'allée Spach en face du Conseil de l'Europe et j'ai marché au centre-ville en suivant les panneaux.

J'ai remarqué immédiatement la beauté de la ville. Il y avait des rues pavées bordées d'arbres. J'ai décidé de bien faire attention aux directions pour ne pas me perdre. J'ai très vite remarqué la rivière Ill que j'ai utilisée pour me guider.

J'ai visité le Musée historique de Strasbourg. Après, j'ai cherché la Cathédrale de Notre-Dame de Strasbourg qui se trouve près du musée. Quelle merveille, cette cathédrale! C'est un monument du style gothique que personne ne peut



ignorer. J'ai pris quelques photos de la façade et puis j'y suis entrée pour admirer l'intérieur avec ses sculptures et son horloge astronomique. J'avais aussi le temps et la force de monter les 332 marches jusqu'à la plate-forme de la cathédrale. Sur la Place de la Cathédrale, il y avait aussi la maison Kammerzell, un exemple d'une maison strasbourgeoise à pans de bois sculptés. Ensuite, j'ai flâné dans la ville en prenant encore des photos.

Le lendemain, nous, les stagiaires, avons commencé notre travail. Pendant le stage, nous suivions des cours le matin et l'après-midi. Nous avons suivi des cours de perfectionnement linguistique, d'analyse filmique, de langues de la rue, de phonétique, de méthodologie, de littérature, d'approches variées en didactique. Nous avons aussi assisté aux conférences et aux ateliers.

Les responsables du stage étaient chargés d'organiser des loisirs et des excursions culturels organisés en dehors des cours. Nous avons assisté à un concert d'orgue à l'Église St. Guillaume et deux réceptions organisées en notre honneur. Il y avait aussi des visites au Musée Tomi Ungerer et au Musée de l'oeuvre de Notre Dame. J'ai été ravie de faire le tour de Strasbourg en bateau-mouche. C'était un tour d'une heure pendant lequel nous avons vu le Conseil de l'Europe, le Parlement européen et la Cour européenne des Droits

de l'Homme au quartier européen. Nous avons vu le Palais Rohan en allant vers le vieux Quartier Petite France. C'est un quartier pittoresque où on trouve la Maison des Tanneurs, le restaurant Au Pont St-Martin et d'autres maisons à colombages. On a continué le tour en voyant aussi les Ponts Couverts et le Barrage Vauban. Nous avons pu faire des visites au Conseil de l'Europe et au Parlement européen. Ces visites nous ont permis de mieux comprendre les

différents systèmes gouvernementaux de ces deux institutions européennes.

Strasbourg, cette grande île du patrimoine mondial, s'est montré à la fois animé et chargé de spectacles. Le jour, on trouvait des flâneries accompagnées de musique traditionnelle alsacienne. Le soir, il y avait les illuminations de la cathédrale. C'était un spectacle somptueux pendant lequel on entendait aussi de la musique classique. Le jour de la Bastille, il

y avait un défilé et un feu d'artifice.

J'ai pu goûter des spécialités strasbourgeoises—la fameuse choucroute alsacienne, la tarte flambée, la tarte à l'oignon, la quiche lorraine, les galettes de pommes de terre, les bretzels, le kougelhopf et des pâtisseries de toutes



sortes.

Je me souviens encore de ce séjour et de tout ce que j'ai appris et vu. C'était un stage à la fois culturel, enchanteur et inoubliable.

Solace Amankwah
Jamesville-Dewitt High School (NY)
[solaceamankwah@hotmail.com]

ÊTES-VOUS UN PROF ACCOMPLI?

Prove it. Seek National Board Certification. Nationwide, the numbers of educators seeking certification is growing each year. Yet despite incentives in many states, the number of candidates interested in pursuing certification in French is disturbingly low.

National Board Certification in Spanish and French has been available for five years. The number of candidates directly impacts whether or not NBPTS is able to offer registration to teachers for that certificate. So just do it! Don't put it off any longer. We have worked hard as a group to make French an academic and popular subject of study. Let's use National Board Certification to show ourselves to be a group interested in professional development as well. For information, visit the NBPTS Web site at [www.nbpts.org].

Deanna Scheffer ✨
[deannascheffer@gmail.com]

ARMES DE PARIS MEDAL

We have finally been able to replace the bronze Armes de Paris medal which many AATF members liked to award to outstanding students. After a long saga of an order lost in U.S. customs because of a garbled address and now *introuvable*, we decided to have the medal recreated by a company in the U.S. The back side of the medal can be engraved. Price includes shipping and handling. \$18 each; 3 for \$45.



_____ medals x \$18 (3 for \$45) = Total enclosed _____

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

VIVE LE FRANÇAIS! CLASSROOM ACTIVITIES

A collection of Classroom Activities and *Salut les jeunes!* taken from ten years of *National Bulletins*. Newly revised and organized. Many activities are suitable for duplicating for the classroom. \$20 per copy (\$30 nonmembers).



Name: _____

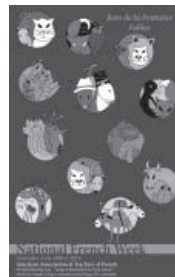
Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

FABLES DE LA FONTAINE TEACHER'S MANUAL

Written to accompany the 2009-2010 National French Week poster, this guide contains activities based on each of the twelve fables illustrated on the poster. Targets a variety of levels.



_____ Manuals x \$20 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

ADVOCACY FOR FRENCH PROGRAMS

The advocacy site created by Robert "Tennessee Bob" Peckham provides a plethora of information to support French programs at all levels. A number of sites for state advocacy of French are on-line. If your state is not among these sites, please contact T-Bob [bobp@utm.edu] to add to the list. Our goal is advocacy for all 50 states! A link to the Advocacy Depot is provided at [www.frenchteachers.org].

- Advocacy Fact Pack for Arizona [www.utm.edu/staff/globeg/azadvocacy.html]
- Arkansas Needs French [www.arkansasfrench.org]
- Idaho Needs French [www.iatlc.org/downloads/Idahofactpack.htm]
- Illinois Needs French [www.aatfchic.northil.org/Advocacy.htm]
- Indiana Needs French [www.valpo.edu/foreignlang/aatf/advocacy/placesandpeople.html]
- Kansas Needs French [kfla.lawrence.com/aatffactpack.htm]
- Kentucky Needs French [www.french.kwla-online.org]
- Louisiana Needs French [www.utm.edu/staff/globeg/louisiana.html]
- Massachusetts Needs French [www.faculty.umb.edu/brian_thompson/maneeds.htm]
- Advocacy Fact Pack for Michigan [flabs.emich.edu/mi-aatf]
- Minnesota French Facts [www.mnaatf.org/1d.htm]
- Missouri French Facts [flamnet.org/MOFrench.doc]
- New Jersey [www.utm.edu/staff/globeg/newjersey.html]
- New York Needs French [www.utm.edu/staff/globeg/nyadvocat.html]
- Advocacy Page for North Carolina [www.ncaatf.org/advocacy.html]
- Advocacy Fact Pack for Ohio [www3.uakron.edu/modlang/aatf/ohiofrench.html]
- Tennessee Needs French [www.utm.edu/staff/globeg/frtnadvoc.shtml]
- West Virginia Needs French [www.utm.edu/staff/globeg/frenchwv.html]

REGIONAL REPORTS

REGION V: EAST CENTRAL

The chapters of the East Central Region were well represented at the AATF convention in Montreal last July as participants and presenters. Three of our members participated in the Future Leaders program organized by our own Randa Duvick (Northwest Indiana). All who participated, in whatever capacity, have profited from the excitement and energy of the convention to begin the new academic year in dynamic fashion.

The annual luncheon meeting of the Tennessee Chapter took place in conjunction with the Tennessee Foreign Language Teaching Association Conference (TFLTA). Amélie de Gaulle, Honorary Consul of France to Nashville, was the special guest speaker. Chapter President Jean Marie Walls recognized Will Thompson for his outstanding and dedicated service as *Grand Concours* Administrator for the chapter. AATF members sponsored a table at the conference to encourage French teachers to become members of the organization.

The Northwest Indiana Chapter enjoyed their *Tour de France* party where members enjoyed feasting on *la poutine* and later, the *boum à la plage* where sun, swimming, conversation, and good food formed the program. In keeping with the tradition of fine dining, members met in September to enjoy a *raclette*. Monthly immersion dinners will continue. In October, French teachers from the South Bend area were invited to a French-themed lunch. About twelve teachers attended, ranging from new teachers at local high schools to professors from Notre Dame and Indiana University South Bend. Ideas on how to get teachers in the rural areas of Northwest Indiana more involved were shared, and it was decided to have a meeting at least once every two months to discuss pedagogical ideas and of course *dîner et parler en français!*

Both Indiana chapters participated actively in the Indiana Foreign Language Teachers (IFLTA) Conference. The Indiana AATF Chapter honored the Teachers of the Year nominees for Indiana: Gary Spurgin, Cathedral High School, at

to the presidency. Steve Ohlhaut will now serve two years as Past-President.

The new officers of the Kentucky Chapter are Grace Patton, President, Laura Roche, Vice-President, and Sara Hinds, Secretary/Treasurer. The Kentucky



Chapter Presidents Cass Gorkiewicz (L.) and Dan Noren (R.)

the secondary level and Jin Lu, Purdue Calumet, at the collegiate level. They also recognized Marcet Spahr, Maconaquah High School, as their Rising Star teacher for the future. The keynote workshop at the conference focused on using film in the classroom, particularly the movie *Le Petit Nicolas*. Efforts are still underway to improve communication within the group. They now have a closed Facebook discussion group for the Indiana Chapter as well as the Web site [www.infrenchteachers.org] to offer mini-grants for students and teachers for special projects. The Indiana Chapter held elections for three positions. The new Vice-President is Shannon Swann of University High School. Jessica Sturm of Purdue University has succeeded automatically

Chapter has started a networking site on Facebook and hopes this will grow as word spreads. They are currently participating in the restructuring of their foreign language student showcase event and gala. The new president hopes "to activate and reactivate the many great French teachers of Kentucky."

The West Virginia AATF Chapter, in collaboration with Lewisburg *Cercle de Français*, hosted a French Immersion Day. French teachers at various levels and local Francophones gathered at Old Stone Presbyterian Church to speak French and enjoy French food, culture, and activities. Morgan Riddle, a senior at Ripley High School, made a presentation on her recent trip to Quebec City. A local Francophone, Isabelle Bouthéon, along with her four young bilingual children, told about a local excursion to Peru. Since the annual Chocolate Festival was occurring at the same time, guests of the French Immersion Day were able to see a cooking demonstration by Roland Mesnier, a French chef who worked many years as the pastry chef in the White House. Chapter President Deanna Perine stated that "the day was a success, very enjoyable. It is really important for French teachers to collaborate and communicate, since there are so few of us in the state. French Immersion Day was an important part of that." French Immersion Day for spring



Ohio Chapter Immersion Day

2012 has been planned and promises to be another exciting event.

The Ohio Chapter continued the tradition of a *Journée d'immersion* where more than 25 French teachers from all over the state met to prepare materials and share ideas for a successful academic year. The theme of the 7th annual immersion day, organized by Wright State University (WSU) French faculty, was French speaking Africa. Teachers and professors enjoyed French-only sessions on contemporary Francophone rock, rap, and pop music, a presentation on Togo by a native Togolese student, Afi Agbo, and a presentation on Rwanda by Fabrice Shema, a French resident of Rwandan birth. The authentically African lunch menu included three different versions of the Senegalese dish Chicken Yassa,

Chapter) and Cass Gorkiewicz (Detroit Chapter) presided at the AATF session which included a photo presentation of the Montreal conference (Cass Gorkiewicz), a *Grand Concours* session (Mijo Pappas), a promotional slide presentation (Dan Noren), a raffle of CDs (Cass Gorkiewicz), and two Halloween songs (Dan Noren and Marge Mandl). *On s'est bien amusé*. The Michigan chapters continue to advertise AATF activities to attract new members and to get teachers involved. They send out reminders in November to encourage members to renew their membership for the coming year. The Detroit and Michigan Chapters keep in close communication to coordinate as much as possible.

The variety of activities and the energy and talent displayed in each chapter

Claude Monet, the three panels being reunited for the first time since 1971. (The third panel of the work usually resides in Cleveland, OH).

The Downstate Illinois Chapter is still active; the Iowa Chapter is regaining strength after some lean years. If you are in the area, or if you know a colleague there, go to [www.frenchteachers.org] for the latest contact information. With these difficult times and challenges on all fronts, French teachers need to stand together with one voice to ensure that our past hard work will not fall by the wayside and that the future of French instruction is strong. Our Chicago/Northern Illinois Chapter is able to do so much because it is a large chapter, and some of us envy their organizational and pedagogical endeavors. We all look forward

Despite these continued successes, we all know colleagues who are not members of the AATF and who could benefit from information, support, solidarity, scholarships, and general hints on re-vitalizing their programs and coping with career burnout.

fried plantains, Moroccan coconut-lemon cake, and was followed by a traditional mint tea ceremony led by Karine Daddah. Other sessions included an introduction to the new French AP test and a brainstorming session for advocacy for French programs. Participants left the workshop feeling renewed and prepared for a new school year. The French faculty at WSU also plans to continue their very popular *Journée d'immersion* for high school students of French.

The Ohio Chapter also enjoyed a weekend immersion at Mohican State Park where participants enjoyed long walks in the beautiful surroundings, sharing good wine and excellent cuisine with colleagues, and opportunities to renew friendships and make new ones all while speaking French. The success of the immersion experiences at WSU and at Mohican has prompted the University of Akron to offer their own experience for students in the northeast part of the state.

In Michigan, the 28th annual Detroit Chapter Immersion Weekend for French teachers took place at Camp Dainava in Manchester, MI. Twenty-five participants enjoyed French cuisine and wines of Languedoc-Roussillon, perfect weather, walks on the campgrounds, songs, presentations, a *tombola*, and *l'amitié-tout en français*. The AATF was well represented at the Michigan World Language Association (MIWLA) Conference with a promotional table at the exhibits. Two AATF memberships were awarded in the raffle. Presidents Dan Noren (Michigan

indicate that 2012 will be a bright year in the East Central Region.

Respectfully submitted,
Fred Toner
Region V Representative
[toner@ohio.edu]

REGION VI: WEST CENTRAL

In 2010-2011 AATF members in the region have been knocked around by floods, tornadoes, high pollen counts, and a number of snow days that stretched some schools' last days well into late June when they should have been finished by the end of May. So far, this academic year has been a piece of cake, so please wish us luck that the cake doesn't crumble! The Minnesota Chapter ordered up moderate weather and hosted an excellent reception for attendees of the Central States Conference on the Teaching of Foreign Languages (CSCTFL), and the Wisconsin Chapter will no doubt match that conviviality at the CSCTFL conference this coming March in Milwaukee. (Are YOU registered?)

The Greater Kansas City Chapter held an excellent two-day seminar on Quebec history and culture with a focus on WWI at the newly-opened National Museum of World War I. The Greater Saint Louis Chapter conducted regular seminar Saturdays to enrich students' learning focusing, for example, on the Missouri History Museum's exhibit on Napoleon, which on one weekend included re-enactors celebrating military life in the early 19th century. Both chapters were able to highlight their respective museums' showings of a late Waterlilies triptych by

to the fine program that the city and chapter will offer us in July 2012 at our national convention.

Despite these continued successes, we all know colleagues who are not members of AATF and who could benefit from information, support, solidarity, scholarships, and general hints on re-vitalizing their programs and coping with career burnout. Even the French language itself has to turn for help from the *Académie française, n'est-ce pas?* Encourage, (and be VERY persuasive!) those colleagues who may not have yet renewed their membership in the AATF; there is still time for any number of the benefits of membership. *Chez nous, l'union fait la force.*

This is my final report as Region VI Representative since my second term ended December 31, 2011. It has been my great privilege to work with many of you personally, and I am glad our region will have an excellent Regional Representative in Eileen Walvoord from the Chicago Chapter. Please join with me in thanking her for taking on this commitment of time and energy, and when requested, join her in helping us keep our region a strong, hardworking, welcoming, and vibrant group of colleagues. *Merci, les amis, et à très bientôt à Chicago, au mois de juillet prochain.*

Respectfully submitted,
Gregg Siewert
Region VI Representative
[gsiewert@truman.edu]

SALUT LES JEUNES!



POUR LES PETITS

The rule of thumb we all learned when teaching our youngest language learners is that the length of any activity should be calculated by one minute per one year of age of our students. It is a pretty reliable measure, and, as we have noticed recently, the ability of children to focus seems to be weakening with the constant exposure to small bites of information on television and other electronic media. We need to be able to provide multiple activities for a class of very young students, so it is helpful to have a bag of tricks on hand to resort to in order to keep our younger classes moving. The following are two quick games that can be incorporated into your young classes—and they work with older students as well!

PAS MOI!

My first graders never tire of this game! The only materials you need are enough index cards for the class. Write on all but one: "PAS MOI" and on one "C'EST MOI." Once you have made the cards, they are available for the rest of the year! LINGUISTIC GOAL: Reinforcement of "IL S'APPELLE..." and "ELLE S'APPELLE..." THE GAME: Choose one student to do the guessing. Distribute cards to everyone else, making sure they don't show anyone what is on the card. Folding cards in half helps. The student guessing has three chances (or as many as you wish) to guess who has the C'EST MOI card. Students must use correctly "IL" and "ELLE" and French names if you have assigned them. If the student guesses correctly, he or she may go again or be the one to choose someone to take his or her place. You can also play where the student with "C'EST MOI" is the next to be the guesser. Make your own rules as appropriate for the age group. It facilitates a lot of repetition painlessly, and the structure becomes quite automatic.

TOURNEZ LA BOUTEILLE!

My freshmen, much to my surprise, had never heard of "Spin the Bottle!" Has that seventh-grade party game really gone out of favor? This version has no kissing involved, however! Materials to have on hand are a bottle (Perrier or Orangina to keep it French. A wine bottle might be fun, but parents might frown upon your cultural realia!) In addition, you will need cards for whatever vocabulary or structure the class is working on. If you have non-readers, use pictures or the actual objects. Even a small number of cards works wonders. LINGUISTIC GOAL: Reinforcement of vocabulary for class. THE GAME: Put the students in a circle on the floor (My freshmen prefer chairs.) One student spins the bottle and whomever it points to when it stops spinning must draw a card (or choose an object from your bag) and give the appropriate French term. That student then spins the bottle. This can be a three-minute game or a fifteen-minute game, but again, it is painless repetition.

Elizabeth Miller
Crystal Springs Uplands School
Hillsborough, CA

Do you have some short games for little people? We invite FLES* and middle school teachers to share ideas, classroom gimmicks, games for oral interaction, National French Week activities, and successful lessons with other AATF members. Join the teacher network! Send your ideas to Elizabeth Miller, 74 Tuscaloosa Avenue, Atherton, CA 94027; e-mail: [mmemiller@aol.com].

SPECIAL OFFER: AATF FLYERS

Take advantage of this special offer for flyers. The AATF has produced five flyers targeting different audiences and interests: (1) *Ten Reasons to Learn French*, (2) *Speaking French: An Investment in the Future*, (3) *Why Learn French?*, (4) *French is Not a "Foreign" Language*, and (5) *French by the Numbers*.



_____ 100 copies of each flyer @ \$60 (a savings of \$12)

_____ 50 copies of each flyer @ \$20 (a savings of \$10)

_____ Check here if you would like 50 additional copies of *Why French FLES?* or at no extra charge.

_____ Check here if you would like 10 additional copies of the *Help Wanted* flyer for counselors at no extra charge.

Name _____

Address _____

Tel: _____

Send this form and payment to AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

AATF COMMISSION ON FLES* 2012 ELEMENTARY & MIDDLE SCHOOL FRENCH POSTER CONTEST

The AATF Commission on FLES* is delighted to announce the 2012 Poster Contest for elementary and middle school students of French in kindergarten through grade 8. Students enrolled in both public and private schools are eligible, and we hope you will encourage your students to participate in the contest.

The AATF chapters will publicize the contest. Individual teachers will submit up to three posters in each category to the National FLES* Commission Poster Contest which is chaired by Karen Campbell Kuebler. The theme for this year's contest is "*5 continents, 55 pays: Voyagez avec les Francophones! Oui, oui!! 5 continents, 55 countries: Travel with Francophones! Yes, yes!!*"

This theme may be presented in a

variety of techniques and artistic interpretations.

REQUIREMENTS:

1. Entries MUST be completed on 12x18 inch paper and may be done in crayon, pen and ink, water colors, pastels, or magic marker. The captions may be in French or English.

2. Grade categories are: K-1, 2-3, 4-6, 7-8.

3. The sponsoring teacher must be a current member of the AATF.

4. Each poster MUST be accompanied by the AATF student information form found below (or requested from Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208; e-mail: [kkcdanser@verizon.net]). All information must be completed prior to submission.

5. Entries will be limited to THREE PER

TEACHER FOR EACH GRADE CATEGORY. Teachers are asked to select the best posters to be judged on applicability to the theme, creativity, and effort.

6. Each teacher should send the posters postmarked by **March 9, 2012** to Karen Campbell Kuebler, 709 Sudbrook Road, Pikesville, MD 21208]. Please mail the posters FLAT, first class, and protected by cardboard.

Winners will be notified in early May. The first place winners in each category will receive a cash prize. Winners in second and third place will receive gifts and certificates. Certificates of recognition will be sent to all students. We again look forward to receiving delightful and creative posters from students throughout the country for the 2012 National FLES* Poster Contest.

AATF NATIONAL FLES* COMMISSION ELEMENTARY AND MIDDLE SCHOOL POSTER CONTEST STUDENT INFORMATION FORM

Student's Name: _____

Student's Address: _____

City/State/Zip _____ Student's Phone: _____

School: _____ Grade: _____

School Address: _____

City/State/Zip _____ School Phone: _____

Principal's Name: _____

Sponsoring Teacher: _____

Teacher's Address: _____

City/State/Zip _____

Teacher's Home/Cell Phone: _____ Teacher's Email: _____

SIGNATURES (All are required)

We understand that this poster becomes the sole property of the AATF Commission on FLES* and may be duplicated in publications and/or displayed at meetings.

Student _____ Date _____

Parent/Guardian _____ Date _____

Sponsoring Teacher _____ Date _____

PLEASE ATTACH THIS FORM TO THE BACK OF THE POSTER.

SEEING THE DICTIONARY AGAIN FOR THE VERY FIRST TIME: THE *DICTIONNAIRE VIVANT DE LA LANGUE FRANÇAISE*

Imagine for a moment that you are teaching a unit on Haiti and that you have chosen to work through a few passages of Aimé Césaire's *Cahier d'un retour au pays natal* with your students. The text of the poem is proving a challenge, and your students have stopped the lesson many times already to ask about the meaning of unfamiliar words like *Eia*, *lambi*, and *askari*. These words are nowhere to be found in their paperback dictionaries, and so you, having researched the material ahead of time, give them a quick definition and hope that they jot a note in their copy of the text. Eventually, they come across the word *in-touriste*, which is nowhere to be found in any dictionary you could think to consult. Is this where you admit defeat? Do you let this word fall by the wayside while you silently curse whoever compiled your dictionaries?

This is a situation that calls for a better dictionary, a dictionary that is both a serious reference tool and a flexible platform for interacting with the French language in all of its variety. The *DVLF*, the *Dictionnaire vivant de la langue française*?¹ is a new on-line resource designed to fill both of these roles. Through a combination of dictionary definitions, usage example sentences, and linguistic tools like thesauri and pronunciation information, the *DVLF* is able to offer users a wide array of information about a given word. The site also features a tool that allows users to rate usage examples and add definitions to the dictionary. This function works to engage students and provides them with a new way of interacting with dictionaries and the French language.

We at The ARTFL Project developed the *DVLF* out of a desire to both unify and bring a certain level of interactivity to the numerous digital French language resources we offer. The ARTFL Project has, for nearly three decades, been at the forefront of digital research initiatives related to the French language in North America. All the resources, tools, and databases generated by this research have, however, always been rather fixed. Information flows from our servers to the computer users who request it and never vice-versa. This model is, of course, nothing new, and we could describe a reader's consultation of, say, the *Petit Robert*, in much the same manner. We designed the *DVLF*, however, with an eye toward challenging the "top-down" structure of traditional dictionaries. It is our hope that

DVLF users will find the site a trustworthy collection of French language resources to which they will add their own linguistic expertise and so improve the *DVLF* for users everywhere. The *DVLF* is a first-of-its-kind experiment in French community lexicography.²

Features

The *DVLF*'s definitions for a given word come from up to eight historical French dictionaries: Jean Nicot's *Thresor de la langue française* (1606), five editions of the *Dictionnaire de l'Académie française* (1694, 1762, 1798, 1835, 1932-1935), Féraud's *Dictionnaire critique de la langue française* (1787-1788), and Littré's *Dictionnaire de la langue française* (1872-1877). The *DVLF* also provides introductory definition snippets and a link to a word's entry at the Web site of the modern *Trésor de la Langue française informatisé*. All these dictionary entries can add up to a great deal of text (the word "grand" has 94 entries, for example), and so they are each expandable and collapsible in the browser. The two most modern dictionaries with entries for a given word are displayed first and are "expanded" by default. Users can then choose to open additional entries if they so desire.

The variety of definitions found in the *DVLF* provides educators with a great opportunity to instruct students in basic dictionary skills. When I was teaching at a public high school in Chicago, I realized entirely too late that many of my students were not familiar with the structure of dictionary definitions. Accordingly, my advice that they occasionally consult a dictionary when they were unsure of a word's meaning only led to greater confusion and frustration on their part. My classroom collection of dictionaries was a rather heterogeneous one, too, and students were often forced to consult whichever dictionary was not being used at a given moment. Each of the nine dictionaries presented in the *DVLF* provides its definitions in a different fashion, and so teachers can use the *DVLF* to prepare students for the multiplicity of definition styles they will no doubt encounter in their French education.

Students unsure of a word's spelling, pronunciation, or translation into English can find help in the columns on either side of a word's definitions. On the left side of the page is an alphabetical index of nearby dictionary entries that simulates the experience of browsing a printed dictionary page and helps users find words related to their initial query.

This "word wheel" can also help students find a word when they are uncertain of its spelling. If this tool is insufficient, the *DVLF* will offer spelling suggestions for query words not found in any of its dictionaries. Using data borrowed from the CRISCO laboratory³ at the University of Caen, we are also able to provide selections of synonyms and antonyms for many of our headwords. The "thesaurus" occupies a narrow column on the right side of each word's summary page. This column also contains an IPA pronunciation key that we extracted from the TLFi and an embedded page from [WordReference.com] that provides translations for both individual words and idiomatic expressions.

When a given word exists in ARTFL's FRANTEXT database, the *DVLF* displays a graph of the frequency of the word's usage over time. This corpus currently comprises 2900 French texts and contains more than 168 million words. FRANTEXT is primarily a literary corpus, and, consequently, jargon and technical terms may be absent from it. The time series graphs nevertheless provide a fascinating sketch of how words seem to fall in and out of fashion over the centuries. An interesting exercise for students of French with a background in history, literature, or linguistics might involve an attempt to explain an "interesting" graph, that is, one that shows a distinct change in usage frequency. Some words that we have observed to have interesting graphs include *vertu*, *vice*, *église*, *machine*, *dieu*, *seigneur*, *amour*, *révéler*, *technique*, *terreur*, *art*, *été*, and *appelle*.

The *DVLF* gathers usage examples from two corpora. The first, static corpus is a freely available resource called *Corpatext*, while the second was constructed by ARTFL for use in the *DVLF*. This corpus consists of hundreds of thousands of Francophone Web pages (including scientific journals, major French and Swiss newspapers, and *Québécois* lifestyle Web sites) that were distilled down to their primary texts and then divided into sentences. We can also add data to the corpus at will and are currently working to incorporate text from sources in Francophone Africa.

These usage examples constitute what Joel Walz has called *documents authentiques*⁴ and permit educators to use the *DVLF* as a source of genuine French in the classroom. Students are exposed not only to French definitions written for French readers, but also French text writ-

ten for a variety of contexts. Additionally, the sentences that we display have been chosen because the query word is likely the “theme” of the sentence, which is to say that the query word appears near the beginning of the sentence.⁵ *DVLF* users can vote each sentence up or down according to their perception of the sentence’s usefulness in understanding the query word. Votes are tallied to provide a score for each sentence, and sentences with high scores are displayed near the top of the list of example sentences, while those with low or negative scores can be dropped from the list entirely. This movement of sentences according to votes happens entirely automatically on the *DVLF* Web site and is, to our knowledge, unique among dictionaries in any language.

Though the *DVLF* contains more than 125,000 headwords, it cannot come close to representing all of the words or word senses of the French language without input from users. In order to allow for this input, we have placed a link at the bottom of every word summary page that takes users to a page where they can submit additional information about a word, whether that information is a synonym or a new definition with relevant example sentences. If a sought-after word does not have an entry in the *DVLF*, we provide a link in our “word not found” page to the user submission page. Any new content provided by users is added immediately to the *DVLF*’s database and visible to the user via a simple page refresh.

The *DVLF*’s capacity to accept and display content from users is truly what sets it apart from other French dictionaries that students might use. Students have the ability to add definitions that make better sense to them than conventional definitions or word senses not captured by traditional French dictionaries. One could even imagine turning *DVLF* submissions into a sort of computer lab exercise for intermediate-to-advanced students. An instructor might start, for example, with a number of words used in Francophone countries⁶ that are either nowhere to be found in traditional French dictionaries or given definitions that correspond to standard French usage. Individuals or groups of students would each be given a word and its localization and then instructed to find relevant usage examples on the Web. Students would then add these examples to the *DVLF* along with a definition for the word. Teachers could then view the students’ work immediately on the *DVLF* site. This sort of exercise not only contrib-

utes to students’ exposure to *la Franco-phonie*, but also helps them feel that their work is contributing in a meaningful way to a resource with a worldwide audience.

Future Development

In our current development phase, we are focusing on the analysis of user-generated content and the addition of new features. Our first task is to fine-tune a machine learning process for the identification of quality example sentences. We are also currently working to add two modern dictionaries, including a dictionary of French slang, to the site.

In terms of user experience, we hope to add salient images to word summary pages, build a version of the site for mobile phones and tablet computers, and implement more highly structured “thesaurus” entries. We would also like to incorporate audio pronunciations and, perhaps, a means for users to record their own pronunciations. Finally, we hope to improve the *DVLF*’s ability to handle older French spellings so that users can see a wider range of historical use cases and more easily find older definitions for words that have undergone orthographic changes over time.

We have designed the *DVLF* to be a powerful French language tool that also has a number of interesting applications for language teaching. The site combines access to respected French language resources with interactive features that open the dictionary to new applications in the classroom. Please experiment with the *DVLF*, and do not hesitate to contact us with your comments, questions, or concerns. The project is still in the beta phase and your feedback could play a role in its future development. We look forward to seeing you and your students’ contributions on the site!

Tim Allen
The ARTFL Project
University of Chicago
[timallen@artfl.uchicago.edu]

Biography and acknowledgments

Tim Allen manages development of the *DVLF* as part of his work at The ARTFL Project at the University of Chicago. He is also a former high school French teacher.

The *DVLF* could not have been built without the considerable talents of the following individuals:

- Clovis Gladstone (University of Chicago)
- Russell Horton (University of Chicago; University of California, San Diego)
- Charles Cooney (University of Chicago)
- Glenn Roe (University of Chicago)
- Mark Olsen (University of Chicago)

- Professor Robert Morrissey, principal investigator (University of Chicago)
The *DVLF* is funded by a National Endowment for the Humanities Digital Humanities Start-Up Grant:
[www.neh.gov/grants/guidelines/digital-humanitiesstartup.html]

Notes

- ¹ <http://dvltuchicago.edu/>
- ² We are, however, indebted to the online dictionary site Wordnik which furnishes a similar dictionary model for English.
- ³ [www.Crisco.unicaen.fr/des/]
- ⁴ Walz, Joel. “The Dictionary as a Primary Source in Language Learning.” *The French Review*, 64:2 (1990), 225-238.
- ⁵ The basis for this system comes from the work of functional linguist Michael Halliday.
- ⁶ Some examples:
 - Cote d’Ivoire: *akwaba, fanci*
 - Louisiana: *asteru, lotre, gaimbler, grame*
 - Belgium: *abie or abiye, schnik, banse*
 - Algeria: *abaya, aplaventrisme, garagouz, ghachi*
 - New Caledonia: *alice, déhé, niater, rebarrer*
 - Quebec: *abandé, pet-de-soeur, vendeux*

NEW ON THE AATF ON- LINE STORE

We are looking for brief ready-to-use teaching units (12-20 pages) for inclusion on the AATF Store. Submissions will be reviewed by a committee of teachers for accuracy, usefulness, and pedagogical soundness before being accepted for on-line publication.

Units will be posted in downloadable pdf format and can be duplicated for use in the classroom by AATF members. Costs will range from \$5-\$10, depending on length.

To contribute a unit, e-mail the text as one file in either Word or pdf format to [abrate@siu.edu]. Be sure and indicate the targeted level in terms of French and age.

The first such document is now available. Entitled “Exercices pour accompagner *Le Ballon rouge*, le livre par Albert Lamorisse,” was contributed by Jacqueline Thomas, Texas A&M University-Kingsville, former AATF Region VII Representative. To obtain a copy, go to the AATF Web site at [www.frenchteachers.org].

AATF SUMMER SCHOLARSHIPS

Application deadline: February 15, 2012

French Government Scholarships

The French Cultural Service is offering AATF members who teach at the K-12 levels scholarships for study in France during the summer 2012. The programs provide intensive study of French language, teaching French, and modern French culture.

Applicants must be full-time teachers in accredited U.S. schools, assigned to teach the French language and/or French culture in grades K-12, be U.S. citizens or permanent residents, be proficient in French, and must not have received a grant from the French government in the last three years. The scholarship generally covers the cost and fees for a three-week program, round-trip train travel from Paris to the other city if the stage is not in Paris, and partially covers food and lodging for the three-week period.

In order to be selected, candidates must propose a project that they plan to carry out during the *stage*. The objective is to support original ideas that can serve as a model for other teachers. Projects should include outside partners (schools, museums), be interdisciplinary in nature, integrate technology, have an impact on the French program, and be standards based. For a complete description of the project requirements, go to www.frenchteachers.org/hq/projects.doc.

Jumpstreet Scholarship at the Université du Québec à Chicoutimi

Thanks to the guided bus tours of Montreal offered during the 2011 Convention by Jumpstreet Tours, the AATF is able to offer a \$2500 scholarship for an AATF member to attend the *Université du Québec à Chicoutimi (UQAC)* in July 2012. UQAC is offering a number of excursions and other perks to the recipient. The scholarship is intended to help defray the cost of tuition and travel associated with the program.

Québec

Le ministère des Relations internationales du Québec (MRIQ) attribuera huit bourses pour un stage en didactique du français, culture et société québécoises aux membres de l'AATF. Le stage aura lieu du 2 au 20 juillet 2012 à l'Université Laval à Québec. Les objectifs du stage sont le perfectionnement en didactique du français et la connaissance du Québec, de sa culture et de sa population. Vol. 37, No. 3 (January 2012)

Les candidats doivent (1) enseigner le français à plein temps ou être responsable de l'encadrement de professeurs de français au niveau préuniversitaire et universitaire; (2) maîtriser le français écrit et oral; (3) avoir la nationalité américaine; (4) être âgés de 18 à 55 ans; (5) ne pas avoir participé au stage au cours des cinq dernières années; (6) être membres de l'AATF. La bourse couvrira les frais d'inscription et de scolarité du stage, l'hébergement en résidence universitaire, une somme forfaitaire de 300\$ (Can.) destinée à couvrir partiellement les frais de repas, l'accueil à l'aéroport et la couverture médicale pour la durée du stage. Le transport du lieu de départ au lieu du stage, la partie des repas non couverte par le forfait, les dépenses personnelles et une franchise de 50\$ (Can.) pour le recours à l'assurance s'il y a lieu sont à la charge des boursiers.

Chaque professeur s'engage, dans les 12 mois qui suivent le stage, à présenter une communication sur son expérience dans le cadre d'une rencontre d'enseignants au niveau local, régional ou national ou de publier un article dans une revue professionnelle sur son expérience au Québec, et de fournir une copie du travail au MRIQ.

Belgium

Wallonie Bruxelles International is offering two summer scholarships to Belgium for AATF members at the secondary or college levels. Recipients will attend a three-week session on language and culture July 2-20, 2012 at the *Université de Liège*. While we have not yet received final details, scholarships generally include tuition and fees, housing in a university residence hall, and a stipend for meals. Transportation is at the charge of awardees.

As a follow-up, recipients are expected to (1) prepare a cultural unit on the country to be disseminated through the AATF and (2) present a session around the same topic at the 2013 AATF convention in Providence. Details will be posted on the AATF Web site as soon as we receive them.

Université McGill

Depuis 2006, le Département des programmes de langues anglaise et française de l'Université McGill (Québec, Canada) offre chaque été une inscription gratuite dans son Programme intensif de

français—Langue et Culture. Cette inscription est réservée au cours de niveau avancé. Le stage en 2012 aura lieu du 26 juin au 3 août.

Le concours s'adresse à tous les membres de l'AATF qui enseignent le français au niveau secondaire ou collégial. Les candidats doivent posséder une compétence correspondant au niveau intermédiaire élevé sur l'échelle d'ACTFL (ou son équivalent), compétence minimale pour être admis au niveau avancé du programme.

Nous n'avons pas encore reçu toutes les précisions, mais dans le passé, la bourse couvrait les droits de scolarité et les frais d'inscription (environ 2000\$ CA). Elle ne comprend pas le transport, l'hébergement à Montréal, les assurances et les dépenses personnelles.

Reconnu pour la qualité et le dynamisme de son enseignement, le programme est réputé internationalement pour la richesse de ses contenus linguistiques, communicatifs et culturels, ainsi que pour son approche pédagogique dynamique résolument orientée sur les besoins des étudiants. Constitué de cinq niveaux, ce programme à plein temps prépare les étudiants à communiquer efficacement dans un environnement francophone, tant à l'oral qu'à l'écrit, et leur permet de découvrir de nombreuses facettes de la culture québécoise et d'autres cultures francophones. Pour plus d'informations, veuillez consulter le site Internet du Département des Programmes de langues anglaise et française: www.mcgill.ca/eflp.

Eligibility

Applicants for all of the scholarships must be U.S. citizens (as specified in the description) or permanent residents whose first language is not French. The recipients must hold a teaching position in French during 2011-2012. Preference will be given to members who have been in good standing since January 1, 2010. Current AATF chapter presidents and Executive Council members are not eligible. Members who have received an AATF scholarship during the past five years (2007-2011) are also not eligible. Scholarship recipients agree to write a report for publication in the *National Bulletin* and make a presentation at a foreign language conference in 2012-2013.

Selection Process

Scholarships will be awarded to members who indicate a plan to use the scholarship to benefit themselves professionally and to enhance or expand the curriculum for students. Applications will be reviewed and the decisions will be announced by early April 2012. A number of factors will be weighed: clarity and specificity of the candidate's statement (1-2 pages); reasons for applying and level of French (candidates are expected to have a level of proficiency which will allow them to follow university-level coursework in French); teaching assignment; evidence of professional commitment; future career plans in education; and letters of recommendation.

Application

Application forms are available on the AATF Web site [www.frenchteachers.org] or can be requested from National Headquarters. Forms can be duplicated. Applicants should do the following:

1. Complete the application form, and attach additional pages as necessary.
2. Submit two letters of recommendation enclosed with the application or sent via e-mail. (One of the letters should come from the principal, dean, or department chairperson, and one from someone who knows the candidate and his/her work well.) These letters of recommendation should contain a serious, detailed evaluation of the applicant's professional and personal qualities.
3. Application materials should be e-mailed in Word or pdf format to [abrate@siu.edu]. File names should include the applicant's name and be sent as one document (with the exception of recommendations which may come separately).
4. The application must be received by **February 15, 2012**, to be considered.

CHAPTER NEWS

Beginning with the September 2010 issue of the *National Bulletin*, several changes both in the format and in the contents were instituted. One of the changes involves Chapter News. From now on, if you wish to read the news from your chapter or from another chapter, you can visit the AATF Web site and click on Chapters. The address is: [www.frenchteachers.org].

Continue to send your news to the Editor of the *National Bulletin* so that it can be prepared for the Web site.

Jane Black Goepper, Editor
[nbeditor@frenchteachers.org]

AATF STANDARDS MANUAL: *Making Global Connections Using French Language and Culture: Standards-Based Lessons for Novice through Intermediate Level Language Learners*

Learning scenarios developed by the AATF Commission on Student Standards. \$25 per copy (\$40 nonmembers).



Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

LAISSEZ LES BONS TEMPS ROULER!

Due to popular demand, we have decided to continue producing the Baton Rouge convention T-shirts. The design is white on royal blue. A limited number of bags are also available with the same design. Price includes shipping and handling.



_____ T-shirts x \$18 ____ M ____ L ____ XL

_____ T-shirts x \$19 ____ XXL

_____ Bags x \$12 each

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

NEW! T-SHIRT

We are pleased to announce a new T-shirt based on *Les Fables de la Fontaine*. Designed by a graphic design student at Southern Illinois University, each T-shirt features an illustration of a fable. *Le Lièvre et la tortue* now available.



_____ T-shirts x \$18 ____ S ____ M ____ L ____ XL

_____ T-shirts x \$19 ____ XXL

_____ Total enclosed

Name: _____

Address: _____

City, State, Zip _____

Tel: _____ Mail to: AATF, Mailcode 4510, Southern Ill. Univ., Carbondale, IL 62901

IPADS IN THE CLASSROOM

When the Apple iPad was released in 2010, I was ecstatic about its possibilities for revolutionizing classroom management and dynamics. Through a loaner program at my university, I opted to pilot an iPad in a fall 2010 French advanced writing and grammar course. My students were thrilled with the new technology, but I kept running into minor bumps that made me reluctant to purchase one myself—projection was clunky, I still needed a video camera for some of our activities, there was no way to print, and the applications I wanted had not yet been created. Skip to the following semester when the iPad2 was released; by this time, over 15 million iPads had been sold worldwide, with the iPad dominating the tablet PC market. As I read about the changes to the new version, I decided I was finally ready to buy one.

Why was the iPad 2 worth the wait? Its baseline model costs about the same as its predecessor but is about 33% thinner and has a faster processor. It has VGA output that makes classroom screen projection a snap. Its ten hours of battery life means you can take it to school with you all day without needing a recharge, and wireless printing (Airprint) was added to its capabilities. However, what finally sold me was its front and back camera. I dreamed of videotaping student presentations and showing them

various machines and their associated power cords. This simplicity goes a long way.

2. It is fast. Rather than wait for your laptop to power up or for a program to load, just press the instant on button, and you have access to everything. It is simple to toggle back and forth between applications, and with a swipe of a finger or a tap on the screen, you can move fluidly through a Keynote presentation or open a new application instantly; two clicks will allow you to access all your open applications from the bottom of your screen.
3. It is so easy to use. The iPad's intuitive interface makes it accessible for people of all ages and all abilities.¹ My eight year old has helped me out more than once—talk about an empowering tool for our younger students.
4. It is constantly evolving. At print, there are over 140,000 apps available, and many are free. With new apps appearing every day, you are sure to find what you want or to find someone to create it for you.

As with all technologies, however, there are drawbacks to consider.

1. It is not cheap. I have the iPad2 wifi with 16GB, and it works well because I use it primarily at home, at work, and at my favorite coffee shop, where I

4. It is incompatible with flash. In other words, a great many of France's Web sites, which rely heavily on flash installations, are not viewable on the iPad. There are some workarounds, and more Web sites are creating their own apps to make sure their content is available to all users, but this has been a disappointment.

Best Practices for Classroom Use

If you can obtain a small grant to borrow or purchase a set of iPads for your classroom or school, students can connect with each other and the Francophone world through countless interactive, engaging activities. Working in small groups or individually, they can create digital stories, watch French news, explore cultural landmarks, annotate literary documents, give peer feedback, record podcasts, send digital postcards, read e-books, navigate Francophone cities, complete instant surveys, make or practice Flashcards, and video chat via FaceTime. There are free or low-cost applications for many of these activities, and I have included a series of links where you are sure to find what you need. The possibilities are endless, and the intuitive interface means students will soon be coming to you with their own suggestions.

Even if you cannot obtain resources to lend iPads to your students, you may

...you can comment on students' papers with ease, e-mailing audio and written feedback directly to them.

to the class, and I was thrilled by the prospect of bringing just one lightweight machine to class that could play music, stream movies, and record footage.

I have had my iPad2 for six months now and have been teaching with it since late August. My students all have loaner iPads this fall. With some experience now under my belt, I would like to share what I have found to be the strengths and challenges of using iPads in the language classroom. I will give specific examples of how the iPad can transform existing assignments and then share some resources for finding the right apps to match your projected learning outcomes.

Strengths and Weaknesses

Overall, the iPad is a fantastic tool for several reasons.

1. It is lightweight, multi-purpose, and long-lasting. No more lugging around

have free wifi access. You can upgrade to an iPad2 3G with 64GB plus a monthly service agreement with your Internet service provider. Clearly, the device is not in every teacher's (or every school's) budget. Education grants can be helpful here.

2. It is not a laptop. Typing on an iPad is not fun. For students to write their papers, they will need an external keyboard. In this same vein, the iPad is not the best tool for creating content (video, word processing, images, etc). I find that it is best used as a content delivery device.
3. It is not always what it seems. Some developers take short cuts with their apps. For Word Reference, for example, you get an iPhone app that can be blown up to nearly fill the iPad's screen, but you can just as easily access the Web site from Safari.

be able to purchase an iPad for your own use. A simple VGA cable adapter allows you to mirror your iPad to a projection screen and share audio, video, and written content with your class. Conferencing with individuals or small groups is also facilitated by passing the iPad back and forth; this simple act of sharing makes the process more personal. Finally, classroom planning and management are simplified. You can quickly create quizzes, surveys, and assessments; marking attendance and participation can be done as you walk around your classroom.

Here are my top three favorite ways to use the iPad:

1. Share feedback. The iPad offers excellent opportunities for peer editing. Students can upload a PDF version of their paper to Dropbox (free), open it in Noterize (free), and swap iPads to edit each others' papers. A stylus is

useful for highlighting and making concise edits, but comments can also be typed or recorded. As a teacher, you can comment on students' papers with ease, e-mailing audio and written feedback directly to them. My students have been enthusiastic about receiving oral comments, and I find that they pay better attention since the grade comes at the end of the recording.

2. Access texts. This semester, my students purchased an on-line version of their textbook, saving them 50% off the paper copy. Using the CourseSmart app (free), they annotate their textbook with color highlights or make notes on an electronic version that they can access from any computer just by logging in. We have also been able to read literary texts, e-books, and newspaper articles with ease. As an e-reader, the iPad is easy to use and saves both paper and money.
3. Videotape. The iPad2 has a built-in camera and recording device, so you can record student presentations, archive them, or project clips for in-class analysis. This feature is particularly useful in TA training, and follow-ups to class observations are greatly facilitated by this visual aid. The new VoiceThread app (free) allows you to upload videos and draw, record, or type feedback directly onto them.

iPad Accessories: What do you need to get going in the classroom?

Item	Why do I need it?
Protective Smart cover	Magnetic case that doubles as a stand and automatically wakes and sleeps your iPad
VGA adapter	Connects to VGA cable to project onscreen documents and streaming video
Stylus	Works like a pen, allowing you to highlight or handwrite on screen with greater precision
Bluetooth wireless keyboard	Allows you to type longer e-mails or documents and facilitates typing accents in French (from Settings, choose the Keyboard function and select international)

Conclusions

Is the tablet here to stay? I think so. Surveys show that more and more adults are abandoning their laptops for tablet PCs, which are multi-purpose, lightweight, and have longer batteries. The iPad itself continues to dominate the tablet PC market, representing 82% of U.S. sales.² Our students are more connected than ever, and many of them already have iPhones or iTouches and are

familiar with the interface.

I have included below a list of free must-have apps, as well as a series of Web sites that list useful apps for purchase. If you still have not found what you want, consider having your students create an app. For inspiration, introduce them to 8th grader Ozair Patel who created an organizational app for his school and is now writing them for schools around the country.³

iPad apps Here are some FREE apps to get you started.

For classroom management: Dropbox, Noterize, Evernote, VoiceThread

For news in French: France 24, RFI, Le Monde, MétéoFrance, Télé7, L'actualité

For culture: TourdeFrance, Fete de la musique, CultureClic, Logic-immo, RATP

For language learning: French Audio flashcards, French word of the Day, SpeakEasy, iConjugaisonLite,

For creating projects: Animoto, Evernote, IdeaSketch, Photopad, SimpleMind

Suggested links

iPads for Early Learning (41-page Classroom How-to Booklet): [<http://asp-uk.secure-zone.net/v2/index.jsp?id=639/684/1619&lng=en>]

Complete list of French applications from the Apple Web site: [<http://itunes.apple.com/fr/genre/ios-enseignement/id6017?mt=8>]

Catherine Ousselin's list of tried and true apps for iTouch, iPhone, and iPad: [<http://catherine-ousselin.org/appsfr.htm>]

Deb S. Reisinger
Duke University (NC)
e-mail: [debsreis@duke.edu]

Notes

¹www.newsday.com/long-island/suffolk/ipads-help-li-autistic-children-learn-1.3146644

²www.tabletpclab.com/47167/apple-ipad-market-share-us.htm

³www.npr.org/2011/10/10/141215957/a-new-generation-of-app-developers

VIDEO PROMPTS PROJECT

The Video Prompts Project, jointly sponsored by the AATF and the U.S. Department of State (DoS), seeks to facilitate through social media the interaction of French-speaking students in the U.S. with their counterparts in France and the Francophone world. Participation is open to current or former students of AATF members who are at least 18 years of age.

Video submissions may be no more than three minutes in length, must use the French language exclusively, and must not contain any copyrighted material.

Video submissions must adhere both in appearance and in fact to the norms of civil discourse. In other words, the content of video submissions must be suitable for a global, public audience.

Participants should develop videos based on their academic objectives and personal interests. Some themes might include cuisine, culture and sport, a debate, education, global issues, diversity, government, etc.

Participants should send video submissions as attached files via e-mail to [aatfrench@gmail.com] in a format suitable for posting to YouTube. Submissions must meet the full requirements specified in the complete guidelines found on the AATF Web site [frenchteachers.org/hq/Studentinstructionsforvideo-promptsproject.pdf]. The subject of the e-mail should include the title of the video in French; the body of the e-mail should include the participant's name and e-mail address; a brief one to three sentence summary, in French, explaining the video; and any statements, in English, detailed in the instructions regarding the inclusion of music or any other content subject to copyright restrictions.

Participants will receive an e-mail confirmation of receipt from the AATF which will review the submission. If the video submission meets the content requirements, the AATF will post the video submission to its public YouTube channel. DoS missions in France, as well as other French-speaking countries, will review AATF's YouTube channel on an ongoing basis and may "share" the participants' videos on their Facebook pages.

SEE YOU IN CHICAGO!

July 5-8, 2012

THE FRENCH REVIEW WELCOMES ARTICLES FOR A SPECIAL ISSUE ON: LE FRANÇAIS A- T- IL UN AVENIR AUX ÉTATS- UNIS?

This special issue, to be published in May 2013, will be devoted to professional issues, specifically the future orientation—or, more starkly, the survival—of French/Francophone studies in the U.S. While the title is deliberately *provocateur* in tone, its intent is quite serious. The recent waves of budget cuts and program closures constitute new challenges for our discipline, challenges that call for an in-depth discussion among participants at all teaching levels. Relevant topics can include new orientations for French/Francophone studies that would attract larger numbers of students; the connections between French/Francophone studies, business studies, social sciences, and other disciplines (journalism, engineering, etc.); the consequences of budget cuts at the K–12 and/or university level(s); how best to proactively counter the threat of program eliminations; the development of French for professional purposes; the future of French/Francophone studies within the context of the general decline in funding for humanities programs. This issue will include a *Témoignages* section, in which teachers can submit shorter texts detailing the challenges they face as well as their success stories about thriving French programs. Deadline for submission: **August 1, 2012**. Submitted articles should be sent by e-mail attachment to the Editor in Chief at [edward.ousselin@wwu.edu].

FIND IT ON- LINE

Here are some useful links to frequently requested items:

- AATF Convention Information [www.frenchteachers.org/convention]
- Chapter News & Officers [www.frenchteachers.org/chapterofficers.htm]
- Commission Reports [www.frenchteachers.org/hq/commissions.html]
- French Cultural Service Offices [www.frenchculture.org]
- Quebec Délégations [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]
- If you can't find what you want on the AATF Web site, click on Headquarters.

AATF SMALL GRANTS

The AATF Small Grants program is intended to support local projects by members who need an extra infusion of cash in order to get their project off the ground or to bring their project to completion. The total amount of funds available is \$5000, with the maximum award being \$500. Matching funds from the chapter to which the applicant belongs or from another source must be committed. In this way, it is hoped that the applicant can attract sufficient overall funding.

Application procedures and requirements remain the same as in previous years. A letter specifying the following should be sent via e-mail to the Executive Director [abrate@siu.edu] by **March 1, 2012**: (1) name of applicant and chapter to which he/she belongs; (2) a brief summary of the project, including purpose, individuals involved, dates; (3) total anticipated budget; (4) funds requested; (5) other sources of funds, including amount to be attached from chapter treasury, if applicable (This must be attested to by the Chapter Secretary-Treasurer). Every year some interesting requests remain unfunded because of lack of financial support at the Chapter level; it is important to begin the application process as soon as you read this by alerting your Chapter officers to your upcoming request.

Applicants should remember that the basic purpose of this modest program is to aid those members who need supplementary funds to carry out a worthy project that would otherwise be unfunded or underfunded. Projects must bear a relationship to the purposes of the Association, namely furthering the study of French in the U.S., and be of potential benefit to other AATF members or to his/her students. Under no circumstances will awards be made to carry out strictly personal research or to travel abroad for the sake of general enlightenment.

Members at all levels of instruction may apply.

A committee will evaluate the applications and determine the recipients. Preference will be given to new projects having a wide impact. Projects for National French Week 2012 are encouraged.

**BE SURE TO VISIT THE JNCL
WEB SITE
www.languagepolicy.org**

AATF MEMBERSHIP DRIVE

The AATF is again sponsoring a membership recruitment campaign. Just as we seek to promote the study of French among our students and administrators, we must also promote membership in the AATF to all our colleagues, in particular our younger colleagues. We ask you to reinforce the benefits of belonging to a professional association to your colleagues.

How It Works

We are offering a special pay-two-get-one-free incentive to current members to recruit new members. If the current member can get two new members to join, 2012 membership will be free. The requirements are:

- the two new members' forms with payment must be mailed together to National Headquarters with the sponsoring AATF member's name prominently indicated;
- the current member's preprinted renewal invoice should, if possible, accompany the two new forms;
- if the current member has already paid 2012 dues, the free membership will be applied to the next year; no refunds will be made.

If you are a teacher trainer, encourage your students who are planning a career in teaching French to join as student members. Membership forms are available on the AATF Web site [www.frenchteachers.org], or we will send membership forms to anyone who requests them.

If you have access to state or local mailing lists of French teachers or members of other language organizations, please think to forward those lists to us, and we will verify whether or not they are already members of the AATF and, if not, do a special mailing to them.

The lists must be current and must contain specifically French teachers. Please help us recruit new and veteran teachers to help the AATF continue to be a dynamic and growing organization!

Check it out!
Jane Black Goepper has a
new e-mail address:
[NBeditor@frencteachers.org]
Why not try it to send your
Chapter News?

HAVE YOU MOVED OR PLANNING TO MOVE? LET US KNOW.

AATF publications are mailed Second Class. The U.S. Post Office does not forward second class mail unless you have paid for this service. If you move without informing us of your new address, the Post Office destroys the lost issues and charges AATF \$.80 per item. This amounts to hundreds of dollars per year in charges in addition to the cost of the destroyed material and replacing it. Therefore, if you have moved or intend to move, please let us know your new address by returning this form to National Headquarters as indicated. Changes can also be emailed to [address@frenchteachers.org].

Change of Address		
Name _____		
Last	First	Middle
New address _____		
City _____		
State	Zip	
Old address _____		
(as it appears on mailing label)		
City _____		
State	Zip	
Date new address takes effect: _____		
Send this form to: AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; FAX: (618) 453-5733; e-mail: [address@frenchteachers.org].		

SOCIÉTÉ HONORAIRE DE FRANÇAIS

The establishment of a chapter of the *Société Honoraire de Français* offers several benefits to a secondary French program. It provides an opportunity to recognize outstanding scholarship in the study of French language through selection for membership, the placement of a special seal on the graduate's diploma, the wearing of a blue/white/red cord (or white cord) at graduation, and the right to wear the official emblem/pin of the honor society. The chapter provides a vehicle for focusing activities around French language and literature and also for encouraging member participation in the annual writing contest as well as application for the annual travel grants. There is the opportunity for students to serve as officers, directing the induction ceremony, or leading other chapter events. Information is available from Jessica Nelson, Executive Secretary SHF, AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733; E-mail: [shf@frenchteachers.org]. or from the AATF Web site at [www.frenchteachers.org/shf].

SPECIAL NOTICE

The AATF does not endorse any commercial products or services. We work with many companies which produce or distribute pedagogical or promotional materials or services. These companies advertise in our publications, exhibit at our convention, and support the work of the AATF. You will find their names in the advertising pages of the *French Review*, on our Exhibitor Web page, in the convention program, and at our annual convention. We encourage you to look to these companies who support our work when you need materials or services they provide. However, we do not have the resources to evaluate any of the products offered by these or other companies, and we make no endorsements.

Some pedagogical products are reviewed in the *French Review*. However, it is the buyer's responsibility to evaluate the quality and reliability of any products or services they use. Anyone who states or implies that the AATF has endorsed their product or service is misusing our name, and we would like to know.

WALTER JENSEN SCHOLARSHIP FOR STUDY ABROAD

Thanks to the generosity of the late Walter Jensen, the AATF is able to offer a scholarship for study abroad to a future teacher of French. One \$1500 scholarship per year is given to help a student pay for a semester or year's study abroad. This award is intended to allow a deserving student to participate in a long-term study abroad experience he or she might not otherwise be able to afford. This award will be made for the academic year 2012-2013.

Eligibility Requirements

The student applicant must be at least 18 years of age at the time of application and enrolled in an established teacher education program (B.A., B.S., or M.A.T.) in French. Applications for independent study abroad trips or summer programs will not be considered. The applicant must be a U.S. citizen or permanent resident and a non-native speaker of French. He or she must be recommended by an AATF member teacher.

Scholarship

The \$1500 scholarship will be paid directly to the study abroad program of the winner's choice to cover tuition, fees, travel, or housing costs for a semester-long or one-year study abroad program in a Francophone country. The recipient may attend an established program in any Francophone country that is accredited by his or her American university. Students may also attend established programs sponsored by universities other than their own providing credit is transferable. Cash payments will not be made directly to recipients.

Application Form

An application form may be obtained by contacting the AATF Headquarters at Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733; e-mail: [abrabe@siu.edu]. The form is also available on the AATF Web site at [www.frenchteachers.org]. Application materials should be e-mailed in Word or pdf format to [abrabe@siu.edu]. File names should include the applicant's name and be sent as one document (with the exception of recommendations which may come separately). The deadline for receipt of applications is **March 15, 2012**.

2012 AATF ANNUAL CONVENTION CHICAGO, JULY 5- 8, 2012

CONTACT YOUR FRENCH GOVERNMENT REPRESENTATIVE

If you are looking for support or information from the Cultural Service of the French Embassy regarding any of their programs, you can go to their Web site to find the most current information for each of the consulates, including Atlanta, Boston, Chicago, Houston, Los Angeles, Miami, New Orleans, New York, San Francisco, as well as for the Embassy in Washington. Go to [www.frenchculture.org]; click on "About Us," then "Regional Offices."

CONTACT REPRESENTATIVES OF QUEBEC

If you are looking for support or information from the Government of Quebec regarding any of their programs, you can go to their Web site to find the most current information for each of the délégations, including Atlanta, Boston, Chicago, Los Angeles, New York, and Washington. Go to [www.gouv.qc.ca/portail/quebec/international/usa/delegations/]

FRENCH LANGUAGE ADVOCACY WIKI

How do I ...

- Recruit more students?
- Be more visible?
- Cultivate allies?
- Formulate cogent argument for studying French?
- Engage others to advocate for my program?

For ideas and ready-made documents, click on [Frenchadvocacy.wikispaces.com].

SHARE YOUR SUCCESS STORY VIA THE FRENCH LANGUAGE ADVOCACY WIKI

The AATF French Language Advocacy Wiki Team is collecting stories from members about successful initiatives to recruit students or to maintain programs and degrees with a French major. By offering our collective experiences as examples, we can nurture other French programs and support our colleagues. French faculty at all levels, K-12 and higher education, are asking for suggestions to increase enrollment in their French programs and for advice on how the French major can best be marketed to administration. We will share ideas by posting these strategies and activities on the French Language Advocacy Wiki: [frenchadvocacy.wikispaces.com].

Here are some questions to consider: What has benefitted your program? Have you done outreach programs to other schools, to the local community, or to Francophone communities? Have your students engaged in service projects? Have you developed internships or virtual and physical exchange programs for students? Have you modified your curriculum or degree requirements? Have you collaborated with colleagues in other disciplines? How have you maintained visibility in your institution or community?

Please take a moment to send Margot Steinhart an e-mail about your successful initiatives. (Identify your institution, town and state, please). Your idea could also save a French program!

Margot M. Steinhart
[m-steinhart@northwestern.edu]

OUTSTANDING SENIOR IN FRENCH AWARD

Recognize your outstanding students! Students at the high school or university level are recognized with

- A certificate signed by the AATF Executive Director
- A press release for local or school newspapers
- A congratulatory letter to principal or dean
- Outstanding Senior medal, available for an additional charge

The student must be a senior in at least the third year of French study, maintained high average, participated in French-related activities, and be a non-native speaker of French. The nominating teacher must be a current AATF member.

For more information and complete eligibility requirements consult the AATF Web site [www.frenchteachers.org/outstandingsenior.htm] or [sra@frenchteachers.org].

CHECK THE WEB FOR UPDATES

The Web site will have regular updates on AATF activities including Scholarships, National French Week, Awards at [www.frenchteachers.org].

AATF MEDALS

AATF medals make excellent awards to give to outstanding students at the end of the school year. We have medals in two price ranges. The *Hexagone* medals are \$5.25 each. They are 1-inch in diameter, blue, gold, and white *cloisonné* enamel. The other medal is a bronze 2-inch in diameter medal which displays *Les Armes de Paris* for \$18. All prices include shipping and handling. To order medals, please fill out the form below, and send it with payment to: AATF Materials Center, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901. Please print.

Name _____ Telephone: (Home) _____

Address _____ (Work) _____

Quantity

_____ L'Hexagone @ \$6

_____ Les Armes de Paris @\$18 or 3 for \$45 Total enclosed: _____

Check the Materials Center (page 38) for other promotional items.

AATF OUTSTANDING SENIOR IN FRENCH AWARD APPLICATION FORM

Contact Information

Student's Name: _____ M or _____ F
(exactly as it should appear on the certificate, please print or type clearly)

Nominating AATF Member's Name: _____

Member's Address: _____

Member's Phone: _____ (H or W) Member's E-mail: _____

School Name: _____

School Address: _____

Name of Administrator to Whom Letter Should be Sent

Name & Title: _____

Qualification (only one student per school per year will be accepted):

1. I certify that this student is in his/her _____ year of French study (3 minimum).

2. He/she has maintained an "A" average in French and at least a "B" average overall. _____ Yes _____ No

3. He/she is a graduating senior. _____ Yes _____ No

4. He/she is a non-native speaker of French. _____ Yes _____ No

5. He/she has shown exceptional commitment to the study of French by participating in the following extra-curricular French-related activities:

_____ study abroad _____ *Grand Concours* _____ French Club _____ Officer

_____ National French Week _____ *Société honoraire* _____ SHF Officer _____ Pi Delta Phi

Other _____

6. I am a current AATF member. _____ Yes _____ No

Member's Signature: _____

Awards will be mailed to the member at the school address.

_____ Basic Award Registration (\$25)
(includes a certificate and press release, congratulatory letter to administrator, placement on the AATF Honor Roll of Outstanding Seniors on the AATF Web site)

_____ Full Award Registration (\$35) (includes all of the above and an Outstanding Senior Medal)

Amount enclosed: _____

_____ Check here if the student's name should NOT be placed on the award Web site.

This form can be mailed or faxed to: AATF Awards, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: 618-453-5733. Purchase orders accepted. Address inquiries to [sra@frenchteachers.org]. Award nominations can now be submitted through the AATF On-line store. Provide billing address if different than home address above.

Credit Card # _____ Exp. _____ Sec. Code _____



Support the AATF and the Promotion of French in the U.S.



The AATF exists to support teachers of French in the U.S. Our mission is to support all efforts destined to advance the French language and literatures as well as all French-speaking cultures. We encourage collaboration among teachers in the public and private sectors as well as among all levels of teaching. We strive to provide members with the tools needed to advocate for French study and promote the teaching and learning of French in their schools and communities.

In 2007, we launched a special campaign to commemorate the 80th anniversary of the founding of the AATF with some special contributor categories:

- _____ 80th Anniversary Club (\$80)
- _____ Sponsor (\$500)
- _____ Patron (\$100)
- _____ Sustaining Member (\$50)
- _____ Other amount

In addition, the Executive Council established special contributor designations and benefits for those who pledge larger amounts:

Platinum Level Benefactor: Awarded to any member with more than 10 years of membership who has named the AATF as a beneficiary in his or her will for at least \$10,000. The Platinum Benefactor will receive a framed certificate, honorary membership status, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Gold Level Benefactor: Awarded to any member with more than 10 years of membership who has named the AATF as a beneficiary in his or her will for at least \$5000. The Gold Benefactor will receive a framed certificate, life membership status, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Silver Level Benefactor: Awarded to any member with more than 10 years of membership who contributes at least \$2500 in a given year. The Silver Benefactor will receive a framed certificate, complimentary registration to all future AATF conventions, and be placed on the Web site Honor Roll of donors;

Bronze Level Benefactor: Awarded to any member with more than 10 years of membership who contributes at least \$1000 in a given year to the AATF. The Bronze Benefactor will receive a framed certificate and be placed on the Web site Honor Roll of donors.

In addition to these categories, members will also be recognized each November in the *National Bulletin* as a Sponsor, Patron, or Sustaining Member. However, we welcome contributions in any amount. Please make a donation to the AATF Fund for the Future when you return your dues invoice this fall. A contribution made in 2012 is deductible on your 2012 income tax return.

Your generous donations, which are tax deductible, support our many activities, including

- 12 publications per year
- National French Week
- National French Contest
- *Société honoraire de français*
- contests for students at all levels
- the work of the AATF commissions
- an award-winning Web site, Facebook and Twitter pages, YouTube channel
- collaborative projects such as the National Standards for Foreign Language Learning, World Speaks French
- promotional and advocacy materials for programs in difficulty
- annual conventions around the U.S. and in many Francophone locations (Quebec, France, Belgium, Martinique)
- more than 15 scholarships to France, Quebec, and Belgium
- more than \$5,000 in grants
- numerous awards and honors for members and their students and administrators

For more information on AATF activities, visit [www.frenchteachers.org].

To become a sponsor or benefactor, send your contribution to AATF, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901.

Avec nos plus sincères remerciements!

Prices include first class postage. Payment or purchase order must accompany orders. Pictures of most items are available at: [www.frenchteachers.org]. Please allow 2-3 weeks for delivery. The first price listed is the member price; the non-member price is in parentheses.

PROMOTION OF FRENCH (MEDIA)

Forward with FLES* 11-min. DVD encourages French FLES* programs with comments from experts, administrators, and teachers.

Open Your World With French/Le Français m'ouvre le monde 10-min. DVD encourages students to study French.

Forward with French 10-min. DVD has interviews with business people in NY state who use French in their work.

Note: Videos are \$15 (\$18). All three of the previous videos on one DVD for \$45.

PROMOTIONAL FLYERS (sample copy available on request)

All flyers 100 copies / \$12; 50 copies / \$6 (20 cents each for quantities larger than 250 or for nonmembers)

- **Help Wanted: Encourage Students to Learn French**
- **Ten Reasons to Learn French**
- **Speaking French: an investment in the future**
- **Why French FLES*?**
- **French by the Numbers**
- **French is Not a "Foreign" Language**
- **Why Learn French?**

AATF PROMOTIONAL ITEMS

AATF Glass Dishes: rectangular candy dishes (4x4x2") with AATF logo on cover. \$12 each (\$15)

AATF Notepads: *Le français en Amérique du Nord* (1/2 sheet, 50 sheets per pad): \$2 each (\$2.50)

AATF Bic Clic Pens: AATF and Forward with French on black and red pen. 6 for \$3.50; 10 for \$6 (10 for \$8)

Forward with French bumper stickers. 50 cents each or 10 for \$4 (10 for \$6)

AATF Ball-Point Pens: AATF engraved in gold on blue marbled pen. \$8 each (discounts for quantities)

TEACHING MEDIA

Couleurs et parfums: Apprendre le français grâce à l'héritage de Carole Fredericks, music CD and teacher's manual with lyrics, lesson plans, and activities. \$49.95

La France divisée, 36-min. documentary exploring two sides of France during WWII, collaboration and resistance. Study guide. DVD: \$25 (\$35); study guide \$5 (\$6) posters + guide (\$40)

Tant qu'elle chante, elle vit presents the six music videos of Carole Fredericks, featuring Carole, Jean-Jacques Goldman, and Michael Jones. Accompanying manual. \$55 DVD/\$45 VHS

Reflets français, 58-min. video featuring the songs of Éric Vincent and the sights of Paris. Includes study guide. \$20 (\$30)

MEDALS AND AWARDS

Les Armes de Paris, 2-in. bronze medal, engravable back. \$18 each or 3 for \$45 (\$20 each or 3 for \$54)

AATF medallions, 1½-in. blue, gold, and white *cloisonné* enamel; reverse side plain. Please specify design. French hexagon, with "American Association of Teachers of French" around perimeter. \$6 each or 3 for \$15 (\$7.50 each or 3 for \$20)

On est les meilleurs buttons, 2-in. round buttons. 75 cents each or 10 for \$6.50 (10 for \$9)

OTHER MATERIALS

Vive le français! Activities for the French Classroom, 75+ activities for students at all levels (122 pp.) \$20 (\$30)

Guide des Fables de La Fontaine to accompany 2010 National French Week posters. Activities at a variety of levels for using the Fables illustrated on the poster in the classroom (106 pp.) \$20 (\$30)

National French Week Posters, extra copies available while supplies last. \$2 each or 10 for \$15.

Cuisiner et apprendre le français, 34 classic French recipes with activities and reading texts (178 pp.). \$25 (\$40)

Making Global Connections Using French Language and Culture, learning scenarios developed by the Commission on Student Standards (187 pp.). \$25 (\$40)

La Vie des Mots, collection of columns from the French Review with "Mots chassés" activities from the *National Bulletin*. \$15 each or \$12 each for more than 5 copies (\$18 each)

Un Calendrier perpétuel. Rev. (2006). Highlights events and people from the Francophone world. Web sites, bibliography, complete index, glossary, and brief Teacher's Guide (104 pp.). \$15 (\$18)

Parlez-vous...? posters. Series of 6 11x17" color posters promoting French on the theme *Parlez-vous...?* Includes study guide (123 pp.). \$25 for set of 6 posters + guide (\$40)

Color Notecards: 12 notecards with envelopes featuring 6 different color designs from winners of the FLES* Poster Contest; blank inside. \$12 (\$16)

Color Postcards: Sets of 10 postcards on 6 different themes: (1) Paris, (2) Provence, (3) French Cathedrals, (4) French Châteaux, (5) Quebec, and (6) Martinique. Twelve-page teacher's guide included with each set. Specify which set(s). Each set \$8 or all 6 sets for \$45 (\$10 each or all for \$55). Extra card sets \$2.50 each.

T-SHIRTS

La Fontaine T-Shirt, T-shirt based on "Les Fables de la Fontaine." "Le Lièvre et la tortue" now available. \$18 for S, M, L and XL; \$19 for XXL

Le Français m'ouvre le monde T-shirt, navy with world map highlighting where French is an official language, areas listed in French on the back. Specify size. \$18 for M, L and XL; \$19 for XXL

Laissez les bons temps rouler T-shirt: blue with white imprint. Specify size. \$18 for M, L and XL; \$19 for XXL

National French Week T-shirt: blue with NFW logo. Specify size. \$13 for M, L and XL; \$14 for XXL

Vues sur le monde francophone: cinéma et société, blue with white text. Specify size. \$10 each or 3 for \$20. (While supplies last)

WORLD SPEAKS FRENCH MATERIALS

See On-Line Store for ordering.

AATF FLES* COMMISSION REPORTS

FLES* Works: A World of French ('09) \$10

New Trends in FLES* ('07) \$10

Variety is the Spice of FLES* ('05) \$9

Promoting FLES* Programs ('04) \$9

French FLES* Around the World ('00) \$9

The FLES* Image: A Picture is Worth a Thousand Words! ('98) \$9

Attracting French FLES* Students ('96) \$9

Other titles: **Reaching All FLES* Students** ('95) \$9

FLES* Methodology I ('94) \$9

Expanding FLES* Horizons ('93) \$9

Evaluating FLES* Programs ('92) \$9

Implementing FLES* Programs ('91) \$8

Innovations in FLES* Programs ('90) \$8

Special offer: Any 5 FLES* Reports for \$40. Complete set of 12 Reports for \$75.

Send your check or school purchase order to: AATF Materials, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; [aatf@frenchteachers.org]. Prices valid through 5/31/12.

CALENDAR OF EVENTS

CENTRAL STATES CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES (CSCTFL), March 8-10, 2012, Milwaukee, WI. Information: Patrick T. Raven, Executive Director, CSCTFL, P.O. Box 251, Milwaukee, WI 53201-0251; phone: (414) 405-4645; fax: (414) 276-4650; e-mail: [csctfl@aol.com]; Web: [www.csctfl.org].

CULTURES AND LANGUAGES ACROSS THE CURRICULUM (CLAC), March 9-10, 2012, Minneapolis, MN. Information: CLAC Consortium; Web: [clacconsortium.org].

SOUTHERN CONFERENCE ON LANGUAGE TEACHING (SCOLT), March 22-24, 2012, Atlanta, GA. Information: Lynne McClendon, Executive Director, SCOLT, 165 Lazy Laurel Chase, Roswell, GA 30076. phone: (770) 992-1256; fax: (770) 992-3464; e-mail: [lynnemcc@mindspring.com]; Web: [www.scolt.org].

AMERICAN ASSOCIATION OF APPLIED LINGUISTICS (AAAL), March 24-27, 2012, Boston, MA. Information: AAAL, 2100 Roswell Road, Suite 2000, PMB214, Marietta, GA 30062; phone: (678) 229-2892; fax: (678) 560-9112; e-mail: [info@aaal.org]; Web: [www.aaal.org].

OHIO FOREIGN LANGUAGE ASSOCIATION (OFLA) ANNUAL CONFERENCE, March 29-31, 2012, Columbus, OH. Information: [www.ofla-online.org].

TEACHERS OF ENGLISH TO SPEAKERS OF OTHERS LANGUAGES (TESOL), March 29-31, 2012, Philadelphia, PA. Information: TESOL, 700 South Washington Street, Suite 200, Alexandria, VA 22314; phone: (703) 836-0774; fax: (703) 836-7864; e-mail: [info@tesol.org]; Web: [www.tesol.org].

34th LANGUAGE TESTING RESEARCH COLLOQUIUM (LTRC), April 1-5, 2012, Princeton, NJ. Information: LTRC 2012, e-mail: [LTRC2012@ets.org]; Web: [www.ets.org/c/16734/index.html].

FIRST INTERNATIONAL SYMPOSIUM ON LANGUAGES FOR SPECIFIC PURPOSES (LSP), April 13-14, 2012, Birmingham, AL. Information: Lourdes Sanchez Lopez, e-mail: [lsp@uab.edu]; Web: [www.uab.edu/languages/symposium].

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA), April 13-17, 2012, Vancouver, Canada. Information: AERA, 1430 K Street NW, Washington, DC 20005; phone: (202)238-3200; fax: (202)238-3250; Web: [www.aera.net].

NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES

(NECTFL), April 21-23, 2012; Baltimore, MD. Information: Rebecca Kline, Executive Director, NECTFL, c/o Dickinson College, P.O. Box 1773, Carlisle, PA 17013-2896; phone: (717) 245-1977; fax: (717) 836-7864; e-mail: [nectfl@dickinson.edu]; Web: [www.nectfl.org].

ADFL SUMMER SEMINAR WEST, June 7-10, 2012, Eugene, OR. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5134; e-mail: [dgoldberg@mla.org]; Web: [www.adfl.org].

JOINT ADE-ADFL SUMMER SEMINAR EAST, June 18-21, 2012, Nashville, TN. Information: David Goldberg, Associate Director, ADFL, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5134; e-mail: [dgoldberg@mla.org]; Web: [www.adfl.org].

AMERICAN ASSOCIATION OF TEACHERS OF FRENCH, Chicago, IL, July 5-8, 2012. Information: Jayne Abrate, Executive Director, AATF Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; phone: (618) 453-5731; fax: (618) 453-5733; Web: [www.frenchteachers.org]; e-mail: [aatf@frenchteachers.org].

WEST VIRGINIA UNIVERSITY COLLOQUIUM ON LITERATURE AND FILM, September 13-15, 2012, Morgantown, WV. Information: Department of World Languages, Literatures and Linguistics, WVU, Morgantown, WV 26506-6298; phone: (304) 293-5121; fax: (304) 293-7655; e-mail: [wvucoll@mail.wvu.edu]; Web: [www.worldlang.wvu.edu/home/colloquium].

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL), November 16-18, 2012, Philadelphia, PA. Information: ACTFL, 1001 North Fairfax Street, Suite 200, Alexandria, VA 22314; phone: (703) 894-2900; fax: (703) 894-2905; Web: [www.actfl.org]; e-mail: [headquarters@actfl.org].

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING (NNELL), November 16-18, 2012, Philadelphia, PA. Information: NNELL, P.O. Box 7266, B 201 Tribble Hall, Wake Forest University, Winston-Salem, NC 27109; Web: [www.nnell.org]; e-mail: [nnell@wfu.edu].

AFRICAN STUDIES ASSOCIATION (ASA), November 29-December 2, 2012, Philadelphia, PA. Information: ASA, Rutgers University, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854; phone: (732) 445-8173; fax: (732) 445-1366; e-mail: [annual

meeting@africanstudies.org]; Web: [www.africanstudies.org].

LINGUISTIC SOCIETY OF AMERICA (LSA), January 3-6, 2013, Boston, MA. Information: LSA 1325 18th Street, NW, #211, Washington, DC 20036-6501; phone: (202) 835-1714; fax: (202) 835-1717; Web: [www.lsadc.org].

MODERN LANGUAGE ASSOCIATION (MLA) January 3-6, 2013, Boston, MA. Information: MLA, 26 Broadway, 3rd Floor, New York, NY 10004-1789; phone: (646) 576-5000; fax: (646) 458-0030; Web: [www.mla.org].

CALL FOR PAPERS

"Crossing Borders/Creating Worlds," is the special topic of an on-line volume of the *Rocky Mountain Review* (the journal of the Rocky Mountain Modern Language Association), to be published in Summer 2012.

This special issue aspires to explore the literary production of various immigrant and diaspora communities, in any geographic context. How do these communities articulate themselves? How are borders navigated? What are the impacts of migration on nations, groups, and individuals? We seek scholarly articles on literature which focuses on the movement of peoples—both within and between nations—in our current globalized world. How do these writers and characters create new worlds to inhabit, and how "real" are these creations? In what ways can borders be both literal, physical boundaries, as well as the production of tradition and belief in our own minds and communities? What are the issues of identity, belonging and unbelonging?

The *Rocky Mountain Review* is a refereed, scholarly journal. For this special issue, we seek articles of approximately 2500-3000 words, formatted and cited according to current MLA style guidelines. Articles are to be submitted electronically, with an abstract; all information which might identify the author should be removed from the file.

To submit your article for consideration, or for submission-related queries, please contact our Guest Editor, Feroza Jussawalla, Professor of English at the University of New Mexico, at [fjussawa@unm.edu]. All submissions must be received by **March 5, 2012** to be eligible for consideration in this special issue.



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Mailcode 4510
Southern Illinois University
Carbondale, IL 62901

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REMINDER: IMPORTANT DEADLINES AND DATES

- February 1 Deadline for submissions for Dorothy S. Ludwig Excellence in Teaching Awards (page 11)
Deadline for submissions for ISE Language Matters Award (page 15)
Deadline for submissions to the April *National Bulletin*
- February 15 Deadline for submissions for AATF Summer Scholarships (see page 25)
- February 15-28 National French Contest (FLES)
- March 1 Deadline for submission for AATF Small Grants (page 29)
Deadline for certain MLA Book Prizes (page see November issue)
Deadline for receipt of nominations for Vice-President (page 2) and Regional Representative (page 14)
- March 1-28 National French Contest (levels 01-5)
- March 9 Deadline for submissions to the FLES* Poster Contest (page 22)
- March 15 Deadline for submissions for the Walter Jensen Scholarship for Study Abroad (page 30)
- April 1 Deadline for certain MLA Book Prizes (see November issue)
- June 3 Deadline for reserving a hotel room for the Chicago convention at the convention rate (page 14)
- July 5-8 AATF Annual Convention in Chicago (page 14)
- August 1 Deadline for submissions to special issue of the *French Review* (page 29)
Deadline for submissions to the September *National Bulletin*

SOCIÉTÉ HONORAIRE DE FRANÇAIS ON THE WEB

The *Société honoraire de français* now has information up on the Web site at [www.frenchteachers.org/shf]. You will see the link to information about starting a chapter, including the form, a sample constitution, suggestions for initiation ceremonies and the form to report new student initiates and information on ordering supplies. Charters and materials can now be ordered through our on-line store. We hope this will facilitate your communication with the Executive Secretary Jessica Nelson who can be reached at AATF *Société Honoraire de Français*, Mailcode 4510, Southern Illinois University, Carbondale, IL 62901; Fax: (618) 453-5733; e-mail: [shf@frenchteachers.org]. If you do not currently have a chapter of the *Société Honoraire* at your school, start one this year!

Correction: In the November issue (Vol. 37, No.2, Nov. 2011, p.27) the institution of the author should read University of Wisconsin-Superior. The author quotes extensively from her previously published dissertation in the activities section.